

**THE CORRELATION BETWEEN LANGUAGE LEARNING
STRATEGIES AND STUDENTS THINKING STYLES
AT THE ELEVENTH GRADE OF SMA UNGGULAN
BPPT DARUS SOLAH JEMBER**

UNDERGRADUATE THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
In Partial fulfillment of the requirements to obtain
a Bachelor's degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department



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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
JUNI 2023**

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BADAN PENGKAJIAN PENERAPAN TEKNOLOGI
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English Education Departement


Day : Monday

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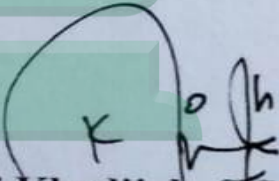
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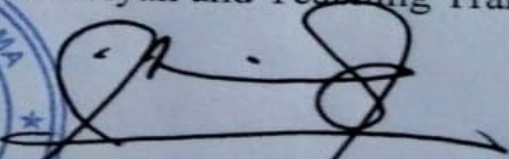
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MOTTO

We can make it 'til the end

We can make it if we try¹



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¹One Direction. *“you and I”*. 2013.

DEDICATION

From deepest of my heart, I dedicate this thesis to :

1. My beloved parents, My Father Anwar and My Mother Hamida who give me true love, affection, prayer and everything for my life. Without you would have reached this point.
2. My beloved friendship Tito Sandra Wahyu Bastian who always gives me more spirit in my life.
3. My lecturers, all my lectures of English Education Department who taught me patiently to be a good and smart English teacher.
4. All my friends especially my classmate of TBI-2 who always teach me the sense of friendship and togetherness in study.
5. All my relatives, friends, and everybody whom I cannot mention that always support my life. Thanks you so much. My God bless them all.

By all those, I have been built as who I am today. Thanks without any limit for all of them. May Allah give all of you more than what I have got to be.



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Alhamdulillah, Firstly, all praise due to Allah SWT for giving me mercy, blessing, healthy, and opportunity to finish my undergraduate the thesis. And Secondly, my sholawat and salam to prophet Muhammad Saw who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that his undergraduate thesis would not finish without help and motivation from other people who have given me an opportunity in this section. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement and contribution to the researcher in the process of the study:

1. Prof. Dr. H. Babun Soeharto, S.E.MM, as a Rector of University Islamic KH.Ahmad Shiddiq of Jember who has given opportunity for me to study in this University.
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I wish Allah SWT give blessing to all of you. The researcher realizes that this undergraduate thesis is still far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher

hopes this undergraduate thesis could give contribution and useful with the English teacher, the students' and also for the other researcher in university.

Jember, 11 Juni 2023

The writer

Citra Musrifatul Afifah



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ABSTRACT

Citra Musrifatul Afifah, 2023: *The Correlation Between Language Learning Strategies and Students Thinking Styles at The Eleventh Grade of SMA UNGGULAN BPPT Darus Sholah Jember.*

Key Words: Language Learning Strategies. Students Thinking Styles.

The term “language learning strategy” refers to consciously chosen efforts that students do to speed up their language learning. On the other hand, thinking style describes the distinctive ways that people gather information, come to judgments, and approach challenges. Learning how thinking style and language learning strategy are related might help explain how individual variances in cognitive processing can influence language learning outcomes. It can give language teachers with useful suggestions on how to design language learning programs that are better suited to the individual needs and preferences of learners.

The problem statement of this research was formulated as “Is there any correlation between language learning strategies and students thinking styles at eleventh grade students SMA UNGGULAN BPPT Darus Sholah Jember?”. On the basis of this question, the research objective was “to examine the correlation between language learning strategies and students thinking styles at eleventh grade students SMA UNGGULAN BPPT Darus Sholah Jember”.

The methodology of this research was quantitative research especially correlation design. The research sample was 31 students of XI IPA 1 and 29 students of XI IPS 2 (as non-respondent class) and 30 students of XI IPS 1 (as respondent class). From those 3 classes XIPS 1 was taken as the respondent of this research, which was taken by using random sampling technique, as those 3 classes had moderate capability as the teacher suggested. The technique of data collection were questionnaire. In analyzing the data, the researcher used *Pearson's Correlation Product Moment Formula by IBM SPSS Statistics 21 Version.*

The result showed that the $r_{count}(0.627)$ was higher than $r_{table}(0.361)$. ($0.627 > 0.361$) at the significant level 0.05 with $df(N-2)/N=30$. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It concluded that there was a high relationship between language learning strategies and students thinking styles of the eleventh grade students at SMA UUNGULAN BPPT Darus Sholah Jember.

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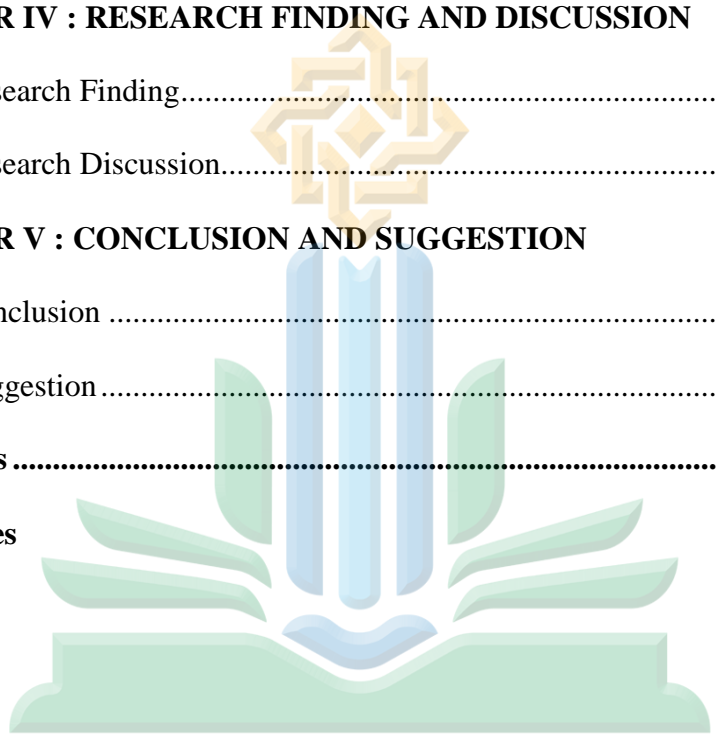
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CHAPTER I

INTRODUCTION

A. Research Background

English is the world prime language which used in diplomacy, education, business, economy, politic, social and culture. It is also the language of international communication, the media and the internet, so learning English is important for information and socializing used right now.¹In Indonesia, English is learnt as foreign language. It is used as compulsory subject in senior and junior high school. It has four skills that must be learnt by students, namely listening, speaking, reading, and writing.

Moreover, many Islamic boarding schools like *pondok pesantren* AL_QODIRI jember and SMA UNGGULAN BPPT DARUS SHOLAH apply English as their daily activities and all of the students have to practice when the class of English is begun especially speaking. In fact, though English is the main language in the world, it does not mean that everybody likes English. As in this research, not all of the students in SMAU BPPT DARUS SHOLAH Jember like English. There are some students do not like English too. They learn English just to fill the obligation as it is one of subject that must be learnt by them. Students with that type are always busy with what they want to do, like coming late to the class or often

¹ Chery Rumsey, "why it's important to learn English"
[https://www.studiocambridge.co.uk\(8oktober2020\)](https://www.studiocambridge.co.uk(8oktober2020))

playing their smartphone and talking with her friends instead of listening to her teacher when the class begins. Those inappropriate things above can give bad effect to students Englishabilities.

That is why both the students and the teacher, especially the teacher should know and apply the appropriate Language Learning Strategies to avoid some common problems that usually come up in the classroom. Language learning strategies are one the factors that have important role in learning English as a foreign language, because can help students to learn the language. As stated by Oxford, language learning strategies are specific behaviors or actions which applied and done by students to improve their learning process.³While, O'malley&Chamot defines language learning strategies are the thoughts and actions the students use to accomplish their language learning.⁴From the statement above, it can be concluded that Language Learning Strategies is a method used in the learning process by using creative strategies to help students complete tasks moreeffectively.

According to O'Malley&Chamot, Language learning strategies are divided into three main strategies namely, Metacognitive Strategies, Cognitive Strategies and Socio Strategies.⁵Cognitive Learning Strategy is used to help the students to manipulate the target language or task

³Oxford, R. L. (2003). *Language learning styles and strategies: An overview*. Retrieved from <http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.pdf>.

⁴O'Malley, J. M., & Chamot, A. U. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35(1):21-46

⁵O'Malley, J. M., & Chamot, A. U. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35(1):21-46

correctly by using all their processes, they include reasoning, analysis, and drawing conclusions.⁶While Metacognitive Learning Strategy is employed by the students to help them coordinate the learning processes by organizing, planning and evaluating their learning this help learner to control their own learning.⁷And the last Social Strategies, they are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible.⁸The researcher choose these strategies because these strategies are very important for this research and to help students learn the language.

While Oxford classifies Language Learning strategies into six types they are, Cognitive Strategies (are the mental strategies learners use to make sense of their learning), Metacognitive Strategies (help learners to regulate their learning), Memory-related Strategies (are those used for storage of information), Compensatory Strategies (help learners to overcome knowledge gaps to continue the communication), Affective Strategies (concerned with the learners emotional requirements such as confidence) and Social Strategies (lead to increased interaction with the target language).⁹

⁶Chamot. *Learning strategies used by beginning and intermediate ESL students. Language Learning*.21-46

⁷Chamot. *Learning strategies used by beginning and intermediate ESL students. Language Learning*.21-46

⁸Chamot. *Learning strategies used by beginning and intermediate ESL students. Language Learning*.21-46

⁹Oxford, R. L. (2003). *Language learning styles and strategies: An overview*. Retrieved from <http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.pdf>.

From the theory above, it can be concluded that Language Learning Strategies have some theories, but here the researcher will find one related or relevant with this research especially with students thinking styles. This statement is also supported by Anderson, he said that perceptive second/foreign language (L2) learners are those who are aware of and use appropriate strategies for learning and communicating in second language.¹⁰ Referring to what the scholars state, it can be assumed that there is a relationship between students' preferences in language learning strategies and their ways of thinking or Thinking Styles (TS).

Though Language learning strategies are recognized to be the strategies that can help students learn the language, some students find that some of them are relevant for their learning and some may not. It is recognized that, every student has their own ways to think, to accept what they get and to process what they receive from their own. The environment of students also makes an impact for students to get some information. This statement was supported by Alias, he argued, Thinking Styles refer to the way a person's natural predisposition in processing information.¹¹ While, stated by Sternberg, Thinking styles are at the interface between intelligence and personality.¹² From the theory above that have been discussed it can be concluded that Thinking styles variability

¹⁰Anderson, M. (2005). L2 learning strategies. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates Press. Retrieved from http://dafl.ntpu.edu.tw/files/news/56_0bf0e1bf.pdf.

¹¹Alias, M. (2011). The relationship between creative and critical thinking styles and academics achievements among post secondary vocational students. *Journal of Malaysian Education Deans Council*, 8(6). Retrieved from <http://www.researchgate.net>

¹²Sternberg (1994). *What are thinking styles*. Article. 2007

of individual in managing their ideas and the learners way to process information deal with their task which relate to the way how people think, get, and reaching the goals.

The successful of learning process does not only depend on the good learning strategies and methods but also depends on the students' thinking styles. The correct of students thinking styles makes an impact for learning processes. Thinking style is a preferred way of thinking. It is not an ability, but more precisely how we use abilities in a preferred style (Sternberg, 1997).¹³Zhang stated Thinking Styles are in principle, value-free, for the same thinking style can serve on person beautifully in one situation, but not for other situations.¹⁴Regarding to Language Learning Strategies, Dweck emphasized that there are 2 kinds of approaches in students thinking styles, there are fixed mindset and growth mindset that can be applied to gaining success in a number of areas throughout life, including education and professional development.¹⁵Dweck, states that in a fixed mindset, students always feel anxious and nervous to set back or criticism. Students with growth mindset will feel interested to learn and to improve their experiment. Students have mind which is branched, and it called as their brain was started to grow up but still not maximal, it means that the students are still in the learning process. Usually, the students learn more togetnewinformationaslikescience,andfromtheprocessesofthis

¹³Sternberg, R. J.(1997). *Thinking styles*. New York, NY: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511584512>.

¹⁴Zhang, L. F.,(2004c). Thinking styles: preferred teaching styles and their conceptions of effective teachers.University Students. *Journal of Psychology*, 13(3),233-252.

¹⁵Dweck, *The new psychology of success* (United stated: Random House, 2006), 48.

learning they can get much some information from the teacher.¹⁶and from this process students can develop their brains again.

From the statement above it can be concluded that language Learning Strategy has a relationship with Thinking Style, sure the students have 2 kinds in thinking some are fast and some are slow and from this process students can develop their brains again.

The way students act can explain how they think. Every student has differences of what they need in the processes of language learning, and in their own way to think. It can be assumed that it is very important and useful for the teacher and the students to apply Language Learning Strategies in learning English as long as it appropriate or fit with their thinking style.¹⁷When the students find appropriate strategy in their learning styles, that strategies can be useful for their learning processes.

In line with that, Barruansyah confirmed that there was a significant correlation between language learning strategies and students thinking styles in learning English.¹⁸

Vianty, the result of this research who did a study on thinking styles and language learning strategies by involving English education program

¹⁶Dweck, *The new psychology of success* (United stated: Random House, 2006), 48.

¹⁷Oxford (2003,, Oxford, R. L. (2003). Language learning styles and strategies:An overview. Retrievedfrom<http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.pdf>.

¹⁸Barruansyah. The Correlation between Learning Styles, Language Learning Strategies, and Englis Learning Motivation of the Sixth Semester Students of STIBA Persada Bunda. *Journal of English for academic*, Vol 5, No 1, February 2018

students in Palembang found that there was a significant correlation between thinking styles and language learning strategies.¹⁹

Referring to the statement above, it can be assumed that there is relation between language learning strategies and the students' thinking styles. Taking into the consideration of the important role language learning strategies and students' thinking styles, and also the condition of students in SMAU BPPT DARUS SOLAH JEMBER the researcher thought that it is necessary to observe and focus on language learning strategy and students thinking styles, this research is conducted under the title "The Correlation between Language Learning Strategies and Students' Thinking Styles.

B. Research Question

Based on the research background above, the research question of the research is formulated as follow: "is there any Correlation between Language Learning Strategies and Students' Thinking Styles at Eleventh Grade SMAU BPPT DARUS SHOLAH Jember?"

C. Research Objective

Based on the research question above, the researcher try to find out whether there is a correlation or not between Language Learning Strategies and Students Thinking Styles at Eleventh Grade SMAU BPPT DARUS SHOLAH Jember.

¹⁹Vianty, M. *The relationship between thinking styles and language learning strategies of the English education program in Palembang*, Sriwijaya University, Palembang, 2007.

D. Research Significance

1. Theoretically

The findings of the research are expected to support one of the theories on language learning and thinking styles.

2. Practically

The result of this research are expect to be beneficial :

- a. As contribution to the further education research development.
- b. As information and reference for English teacher in development students' thinking styles.

E. Scope of the research

This research limited the study about correlation between language learning strategies especially indirect strategies (cognitive, metacognitive, social used by students) and their thinkingstyles.

F. Definition of Key Terms

1. Language Learning Strategies

Language Learning Strategies is a strategy to help students in learning English, this strategy is one way to help students overcome their speaking problems in English and to help them learn to use the language more effectively.

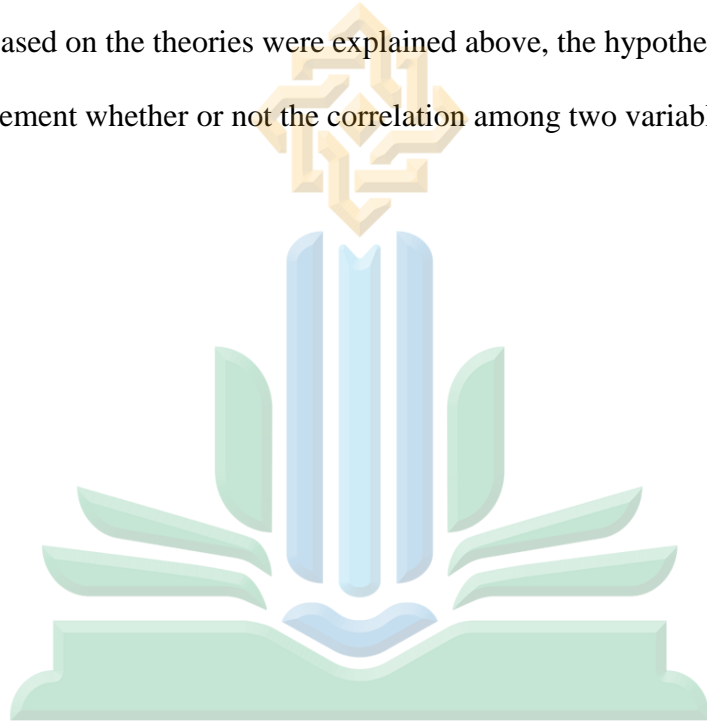
2. Students' Thinking Styles

Students Thinking Styles are the ways to apply abilities to solve problems in their subject. When they know their thinking styles

they will change their mindset, something make them bored and to improve the ability to think effectively to achieve the goals.

G. Hypothesis

Based on the theories were explained above, the hypothesis going to be statement whether or not the correlation among two variables.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

To make sure the originality of the idea in this research, the researcher will present several previous studies that have relevance with this research the researcher conducted.

The First was a research conducted by Khodae, Hashemnezhad and Javidi the title is “The Relationship between Language learning strategies and thinking styles of Iranian EFL learners”. In his research who investigated the relationship between language learning strategies and thinking styles found that there was a relationship between language learning strategies and thinking styles of Iranian EFL learners. The sample of this research was students of Tarbiz Islamic Azad University. The research used questionnaire on Language learning strategies. Additionally, to evaluate participants thinking styles used a self-report test, and thinking styles inventory. The Pearson product-moments correlation analysis indicated a statistically significant relationship between the two sets of measure ($r=0.6, p < 0.05$). Further analysis demonstrated that thinking styles and language learning strategies have positive correlation with gender.²⁰

²⁰Khodae, Hashemnezhad & Javidi. *The relationship between language learning strategies and thinking styles of Iranian EFL learners*, from <http://consortiacademica.org/index.php/irjsll/articles/viewFile/186/167.2012>

The second was a research conducted by Fitria Apriani from FKIP sriwijaya University. The title is “Students Thinking Styles and Its Relation to Their Language Learning Strategies”. In this research, the data was collected by using questionnaire. The result showed that there was positive correlation between students thinking styles and language learning strategies. The calculation used multiple regression analysis showed that the contribution of thinking styles to students language learning strategies was only 38.5% suggesting that thinking styles did not give much contribution to student language learning strategies. It is implied that English teacher should pay attention to students different thinking styles and language learning strategies.²

The third was a research conducted by Supardi and Baharuddin from FKIP Unidayan. The title is “The Correlation between Language Learning Strategies and Students Thinking Styles at Twelfth Grade SMAN 4 Unidayan”. The sample of this research took two classes consist 40 students. There was positive significance correlation between Language learning strategies and thinking styles, from the total sig score = 0,014 , 0,05 with coefficient score $r = 0,387$.³

The fourth was research conducted by Farih the title is “The Correlation between Language Learning Strategies and Thinking Styles”. In his research the writer took 47 students as the participant. The researcher took the data by using questionnaire. The result of this research was

²Fitria Apriani. *Students thinking styles and Its relation language learning strategies*. 2014

³La Ode Supardi & Baharudin. *The correlation between Language learning strategies and students thinking styles of twelfth grade SMAN 4 Unidayan*. 2016

correlation coefficient 0.606 which means that the correlation between language learning strategies and thinking styles was 60.6%. the determination coefficient was 0.368% which means that the effect of language learning strategies towards students thinking styles was 36.8%. The significant of this research was positive significant correlation.⁴

The fifth was a research conducted by Ray and Kamaruddin from Universitas Sembilan Belas November Kolaka. The title is “The Correlation Between English Language Learning Strategies and Students Thinking Styles at The Second Grade of Man 1 Kolaka”. In his research the sample was students of MAN 1 Kaloka which consisted of 15 students. The data were collected through questionnaire. It could be synthesized that hypothesis were r-count was lower that r-table. So H1 was rejected and H2 was accpeted. The coefficient Correlation between English Language Learning Strategies and Students Thinking Styles did not have any significant correlation with the r-count = -0,218 was lower than r-table 0,514 at the significance level 5% and degree of the freedom (df) was 15(-0,218>0,514). Therefore, it was categorized as low correlation. Ho and H1 was rejected and H2 was accepted.

⁴Farih. *The Correlation between Language learning strategies and Students thinking styles, Graduating paper, Theacher training and Education faculty. IAIN SALATIGA.2018*

Table 2.1 Previous Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1	Khodae, Hashemnezhad and Javidi the title "Relationship between Language learning strategies and thinking styles of Iranian EFL learners of Tarbiz Islamic University".	<p>1. Both researchers research about Language learning strategies and Students thinking styles.</p> <p>2. Both researchers use questionnaire as data collection method.</p>	<p>1. The previous research was conducted in University while this current research is conducted in Senior high school.</p> <p>2. The previous research focused on gender while current research focuses on students.</p>
2	Fitria Apriani the title "Students Thinking Styles and Its Relation to Their Language Learning Strategies".	<p>1. Both researchers research about Language learning strategies and Students thinking styles.</p> <p>2. Both researchers use the correlational method.</p>	<p>1. The previous research focused on teacher ability while current research focuses on students.</p> <p>2. The previous research conducted in University while current research is conducted in Senior high school.</p>
3	Supardi and Baharuddin "The Correlation between Language Learning Strategies and Students Thinking Styles at Twelvth Grade SMAN 4 Unidayan of Academic Year 2015/2016".	<p>1. Both researchers research about language learning strategies and Students thinking styles.</p> <p>2. Both of them apply the research at Senior high school.</p>	<p>1. The previous research used questionnaire in the six types while current research uses questionnaire in three types.</p>
4	Farih the title "The Correlation between Language Learning	<p>1. Both researchers research about Language learning strategies and</p>	<p>1. The previous research was conducted in University while</p>

1	2	3	4
	Strategeis and Thinking Styles of IAIN Salatiga”.	Students thinking styles. 2. Both researches use correlational method.	current research is conducted in Senior high school.
5	Ray and Kamaruddin the title “The Correlation Between English Language Learning Strategies and Students Thinking Styles at The Second Grade of Man 1 Kolaka in the Academic Year2019/2020”.	1. Both researchers research about Language learning Strategies and Students thinking styles. 2. Both of them apply the research at Senior highschool.	1. The previous research dominated by one strategy while current research uses three strategies.

From the statement above it can be concluded that researchers research about Language Learning strategies and Students thinking styles. And makes different with others research is the method uses correlational plan.

B. Theoretical Framework

The theoretical framework involve the discussion of Language learning strategies and Students thinking styles.

1. Language Learning Strategies

a) Definition of Language Learning Strategies

Language learning strategies are one of the factors that has an important role in English as a foreign language. Most of the

research on learning strategies is related to the notion of successful learners, it basically refers to the process that the learner employs in practicing language activities.

According to Wenden Language learning strategies can be defined from the aspect of language learning behaviours, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners strategies knowledge of language learning, and the affective view, such as learners motivation, attitude, etc. It is argued that three points of views can improve language learning strategies.⁵

While Rubin defines language learning strategies as behaviours, steps, or techniques that language learners apply to facilitate language learning⁶.

In line with that, Ghani defined language learning strategies as specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing second language skills⁷.

In addition Rigeney who defines language learning strategies as the often-conscious steps or behaviours used by language learners

⁵Wenden. Conceptual background and utility. In A. L. Wenden & J. Rubin (Eds.), *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice-Hall. 3-13. 1987

⁶Rubin. *Learner Strategies*. 1987.

⁷Ghani. *Language learning strategies Employed by L2 learners*. Journal of research. 2003 Vol.4.

to enhance the acquisition, storage, retention, recall, and use of new information⁸.

From the theory above it can be concluded that Language learning strategies is a method used in the learning process by using creative strategies to help students complete tasks more effective and easier.

b) Sources of Language Learning Strategies

Oxford defines language learning strategies as specific action and behaviours which applied and done by students to improve their learning process. And classifies Language learning strategies into six types those are⁹:

- Cognitive Strategies

Cognitive strategies are enable the learners to process and use the language for learning or for completing a task about the language. Example: watch English movies or TV programmes, listen to English radio/Cds, and use English computer programs.

- Metacognitive Strategies

Metacognitive strategies are enable the learners to manage their overall learning process by identifying, planning, organizing, monitoring, and evaluating one's own learning styles. Example: organize time for learning, and check one's progress.

⁸Rigeney. *Language learning strategies*. 1978.

⁹Oxford. *Language learning strategies*. 1990.

- Memorization Strategies

Memorization strategies help learners link one foreign language item or concept with another and thus, allows new information, usually vocabulary to remain in long-term memory. Example: drawing pictures to help remember new words.

- Compensatory Strategies

Compensatory strategies assist learners to make up for missing knowledge while listening, reading, speaking, or writing. Example: use gestures or body language, ask for help and make guesses based on the context.

- Affective Strategies

Affective strategies help the learners to cope with their emotions, motivations, and attitudes when learning English. Example: identifying mood and anxiety level.

- Social Strategies

Social strategies are how learners interact with others in the context of learning the target language understand the target culture. Example: talking with native speakers, ask someone slowly and exploring cultural.

While O'Malley & Chamot defines Language Learning Strategies are the thoughts and actions the students use to

accomplish their language learning. And divide into three main strategies those are¹⁰:

- Metacognitive Strategy

Metacognitive Strategies are employed by the students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner to control their own learning. Students will also be able to plan what their learning strategies should be and change them if they are not suitable. For example: overviewing with already known material and deciding in advance on what to pay attention to.

- Cognitive Strategy

Cognitive Strategies are used to help students to manipulate the target language or task correctly by using all their processes.

They include reasoning, analysis, and drawing conclusions. From example: the use of drills to practice the language and the use of dictionary to find difficult words.

- Social Strategy

Social Strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people it is form of social behaviour. For example: questioning for understanding or facts and

¹⁰O'Malley&Chamnot. *Strategies used by Second Language Learners*. 1990.

work together with peers or speakers of the target language including native and native like speakers in order to upgrade their language skills.

From the theory above it can be concluded that Language learning strategies are related to tactics and techniques used in the process of learning. When scholars defines language learning strategies differently and Language learning strtaegies have some theories, here the researcher will found wich one related or relevant with this research especially with students thinking styles. The researcher choose a strategies pionereered by O'Malley&Chamot that there are three categories of LLS, namely : Metacoginitive Strategies,Cognitive Strategies and Social Strategies. The strategies will be used for research because it is more effective and easier.

2. Students Thinking Styles

a) Definition of Students Thinking Styles

Students thinking styles is ability of students to understanding the subject from their own ways to think. Every students have different ways to think, to accept what they get and to processes what they receive from their own. This statement also supported by Zhang, he said that thinking styles refer to students “preferred ways of using the abilities that they have, students thinking styles could predict students course statisfaction and their

learning involvement.¹¹ While Batoret said that thinking styles are in principle, value-free for the same thinking style can serve on person beautifully in one situation. Understanding thinking styles can help students to understand well why some activities fit them and others don't.¹²

Sternberg in mental self-government theory defines 13 styles of thinking classified in 5 dimensions, those are¹³:

a. Function (including the legislative, executive and judicial styles).

1. Legislative Styles

According to Sternberg, legislative people like to come up with their own ways of doing things, and prefer to decide for themselves what they have done and how they have done it. Legislative people like to create their own rules and prefer problems that were not pre-structured and prefabricated. Example Ben was a legislative stylist. Some of the preferred kinds of activities of a legislative stylist are writing creative papers, designing innovative projects, creating new business or educational systems, and inventing new things. Some of the kinds of occupations that

¹¹Wenden. *Learner strategies in Language learning*, Englewood Cliffs, 313. 1987.

¹²Batoret. *The influence of students and teacher thinking styles on students course satisfaction and on their learning process*. Vol. 27, no. 2.

¹³Sternberg. *Thinking styles inventory*. 1992.

legislative prefer are creative writer, scientist, artist, sculptor, investment banker, policy maker, and architect.¹⁴

2. Executive Styles

According to Sternberg, executive people like to follow rules and prefer problems that are pre-structured or prefabricated. They like to fill in the gaps within existing structures rather than to create the structures themselves. Some of the kinds of activities they are likely are solving given mathematical problems, applying rules to problems, giving talks or lessons based on other people's ideas, and enforcing rules. Some occupations that can be a good fit to

executive thinkers are certain types of lawyer, police officer on patrol, builder of the other people's designs, soldier, and administrative assistant.¹⁵

3. Judicial Styles

According to Sternberg judicial people like to evaluate rules and procedures, and prefer problems in which one analyzes and evaluates existing things and ideas. The judicial stylist likes activities such as writing critiques, giving opinions, judging people about their work, and evaluating programs. Some of their preferred kinds of

¹⁴Sternberg. *Thinking styles*. New York, NY: Cambridge University Press.
<http://dx.doi.org/10.1017/CBO9780511584512.1997.20>.

¹⁵Sternberg. 1997.21.

occupations were judge, critic, program evaluator, consultant, admissions officer, grant and contract monitor, and systems analysis.¹⁶

b. Forms (including the hierarchic, oligarchic, monarchic, anarchic styles).

1. Hierarchic Styles

The hierarchic person has a hierarchy of goals and recognizes the need to set priorities, as all goals cannot always be fulfilled, or at least fulfilled equally well.

This person tends to be more accepting of complexity and recognizes the need to view problems from a

number of angle to set priorities correctly.¹⁷

2. Oligarchic Styles

The oligarchic person was like the hierarchic person in having a desire to do more than one thing in time.

But unlike hierarchic people, oligarchic people tend to be motivated by several, often competing goals. Often, these individuals feel pressured in the face, the competing demands on their time and other resources.

They are not always sure what to do first, or how much time to allot to each of the tasks they need to complete.

¹⁶Sternberg. 1997.21

¹⁷Sternberg. 1997.22.

They can become as effective or even more effective than people with other styles.¹⁸

3. Monarchic Styles

A monarchic person is someone who is single-minded and driven. The individual tends not to let anything get in the way of his or her solving a problem. Monarchic people can be counted on to get a thing done, given that they have set their mind to it.¹⁹

4. Anarchic Styles

The anarchic person seems to be motivated by a potpourri of needs and goals that can be difficult for him or her, as well as for others, to sort out. Anarchic people take what seems like a random approach to problems; they tend to reject systems, and especially rigid ones, and to fight back at whatever system they see as confining them.²⁰

c. Levels (including the global and local styles).

1. Global Styles

Global individuals prefer to deal with relatively large and abstract issues. They ignore or do not like details, and prefer to see the forest rather than the trees.

¹⁸Sternberg.1997.23.

¹⁹Sternberg.1997.23.

²⁰Sternberg. 1997.23.

Like to deal with big picture, generalities, and abstractions.²¹

2. Local Styles

Local individuals like concrete problems requiring working with details. They tend to be oriented toward the pragmatics of a situation, and were down-to-earth. The danger was that they may lose the forest for the trees. However, some of the worst system failures, such as in aviation and rocketry, have occurred when people have ignored what seemed at the time to be small details. Thus, almost any team requires at least some local individuals.²²

d. Scopes (including the internal and external styles).

1. Internal Styles

Internal individuals are concerned with internal affairs - that was to say, these individuals turn inward. They tend to be introverted, task oriented, aloof, and sometimes socially less aware. They like to work alone. Essentially, their preference was to apply their intelligence to things or ideas in isolation from other people.²³

²¹Sternberg. 1997.24.

²²Sternberg. 1997.24.

²³Sternberg. 1997.25.

2. External Styles

External individuals tend to be extroverted, outgoing, and people-oriented. Often, they are socially sensitive and aware of what is going on with others. They like working with other people wherever possible. Many of the questions that arise in education as to "what was better?" stem from a fundamental misunderstanding of the interaction of styles with learning experience.²⁴

e. Leanings (including the liberal and conservative styles).

1. Liberal Styles

The liberal individual likes to go beyond existing rules and procedures, to maximize change, and to seek situations that are somewhat ambiguous. The individual is not necessarily "politically" liberal. A political conservative could have a liberal style in trying to implement, say, a Republican agenda in a new and all-encompassing way. Thrillseekers tend to have a liberal style, as do people who, in general, quickly become bored.²⁵

²⁴Sternberg.1997.25.

²⁵Sternberg.1997.26.

2. Conservative Styles

The conservative individual likes to adhere to existing rules and procedures, minimize change, avoid ambiguous situations where possible, and stick with familiar situations in work and professional life. This individual will be happiest in structure and relatively predictable environment. When such structure does not exist, the individual may seek to create it.²⁶

Moreover, students use different thinking styles on the basis of the stylistic demands of a given situation. Regarding to Biggs and Telfer, they had demonstrated that knowledge about students thinking styles is helpful for educators and curriculum designers interested in designing effective and workable teaching strategies that satisfy student needs. This was essential to the aim of the teaching-learning process, which was for students to receive meaningful knowledge that can be used in new learning situations and retained longer in the mind.²⁷

C. The Hypothesis of The Research

According to Arikunto, a hypothesis is an expectation over reality concerning the relationship between's at least two factors. Since the research which is led by the author is a correlational quantitative

²⁶Sternberg. 1997.26.

²⁷Biggs and Telfer. *American academy of advertising students to think?strategies to engage students thinking*.1-2.2011.

examination, the theories articulations whether there is relationship between's two factors.²⁸Arikunto (2016:47) states that there are two sorts of hypothesis. Those are²⁹:

1. Null Hypothesis(H_0)

A null hypothesis is a statement that shows no positive correlation among Language learning strategies and Students thinking styles.

2. The Alternative Hypothesis(H_a)

An alternative hypothesis is a statement that shows a positive correlation between Language learning strategies and Students thinking styles.



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J E M B E R

²⁸Arikunto.2002.

²⁹Arikunto.2016.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research apply quantitative as the research approach. Creswell states there are three types of quantitative research design; experimental design, correlational design and survey design.³⁰ This research is categorized into correlational type, since the researcher wants to know wether or not the correlation between two variables. While those two variables included in this research are Language Learning Strategies (X) and Students Thinking Styles (Y).

Correlational research is study to determine whether there is a relationship or not between two or more variables.

B. Population and Sample

1. Population

According to Arikunto, population is all of the subject of the research.³¹ The population in this research is the students of eleventh grade of SMAU BPPPT DARUS SOLAH Jember in the academic year of 2021/2022. Which consist of three classes they are XI IPA 1, XI IPS 1 and XI IPS 2 and the total of population consist of 90 students.

The researcher conducted the research in this school, as she had ever taught in this school when she did the PPL.

³⁰Creswell, "*Research Design: Quantitative, qualitative and mixed methods approaches*", by United states, Library of congres cataloging, 2008.

³¹Arikunto, "*Prosedur Penelitian*", Jakarata, by PT. Intan putra, 2002.

2. Sample

According to Darmawan, sample is part of the population, it means that there will be no sample if there is no population.³²

There are two kinds of sampling in research that is probability sampling and non-probability sampling. The probability sampling is sampling technique which give the same chance for the whole participants to become sample, usually it called as random sampling. Non-probability sampling is the kind of sample which not give the population to be the participant of sample.³³

In this research, the data were taken from population by using random sampling technique in three classes. This sample is the students of eleventh grade XI IPS 1 consist of 30 students. XI IPS 1 was chosen as the sample after raffling done by the teacher. Afterward, to make the valid instrument XI IPS 2 and XI IPA 1 was taken as non-respondent.

C. Research Instrument

Instrument is a tool to collecting the data. The researcher uses questionnaire to collecting the data. According to Babbie he said that questionnaire is defined as a document containing questions and other of items designed solicit information appropriate to analysis.³⁴ A questionnaire is a list of questions given to others with the intention that the person is willing to respond according to the researcher's request. The person who is asked to fill

³²Darmawan, "*Metode penelitian kuantitatif*", Bandung, Remaja Rosdakarya, 2013.

³³Darmawan, "*Metode penelitian kuantitatif*", Bandung, Remaja Rosdakarya, 2013.

³⁴Babbie, "*Survey Research Method, 2nd Edition*", Belmont CA: Wadsworth Publishing Company, 2010.

out the questionnaire is called a respondent. The respondents should give valid information about themselves so that the data was valid as well.

In this research the researcher will use Close-ended Questionnaire to collect the data. Thus, the students only needed to check list (✓) the provided column based on their feeling about the statement. It is divided into two parts, the first one was the questionnaire of Language Learning Strategies which consisted of 3 main parts those are metacognitive, cognitive and social strategies which each part consisted of 10 items so the total items were 30 items. The second one was the questionnaire of Thinking Styles which consisted of 5 main parts those are function, form, level, scope and leaning which each part consisted of 1 items so the total items were 13 items. The total of questionnaire 43 items. The questionnaire aims to collect the valid information from respondent, to obtained the relevant data to this research.

Table 3. 1 The score for Questionnaire Answer

Questionnaire Answer	Score
Never	1
Sometimes	2
Often	3
Usually	4
Always	5

Table 3.4
Questionnaire Guideline

No	Language Learning Strategies	Items	Numbers
1	Metacognitive	10	1-10
2	Cognitive	10	11-20
3	Social	10	21-30
No	Students Thinking Styles	Items	Numbers
1	Function (legislative, executive, yudiaktif)	3	1-3
2	Forms (hierarchic, oligarchic, monarchic, anarchic)	4	4-7
3	Levels (global and local)	2	8-9
4	Scopes (internal and external)	2	10-11
5	Leanings (liberal and conservative)	2	12-13

In order to see how good the test is, so the validity and reliability should be had by those instruments in this research, because the research instruments should be valid and reliable.

1. Validity

Validity is a data can be said to be valid if the research instrument can be trusted in accordance with the reality in the field. Valid also describes data in research that measures exactly what it is supposed to measure. The researcher conducted *Pearson Product Moment Validity Testing* using SPSS 21 version.

The instrument is valid if the r count $>$ r table with significant value 0.05. If r count $<$ r table with significant value 0.05, the instrument is not valid and cannot be used in collect data in the research. The amount of the sample (N) is 30. Thus the degree of freedom (df) is $30-2= 28$ and $\alpha = 0.05$. it is gained r table $=0.361$.

2. Reliability

According to Sugiyono, Reliability refers to a consistency of an instrument in measuring what to be measured and it used multiple times to measure the same object, the result remains the same.³⁵ In this research, the researcher used Cronbach's Alpha technique with SPSS 21 version to find out the reliability of the instrument. When the alpha is more than 0.7 is the reliable instrument.

Formula used to find out reliability using Cornbach Alpha

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

³⁵Sugiyono, "Metode penelitian kuantitatif", Bandung by Alfabeta, 2017.

r_{11} : coefficient reliability alpha

k : the quantity of question

$\sum 2$: the total question

: variant total

Here, the level of reliability based on *Cronbach's Alpha Coefficient* as follows

:Table 3.3

The Level of Reliability of Cronbach's Alpha

Cronbach's Alpha Coefficient	Level of Reliability
0,0-0,20	Less reliable
>0,20-0,40	Rather reliable
>0,40-0,60	Quite reliable
>0,60-0,80	Reliable
>0,80-0,1,00	Very reliable

D. Technique of Data Analysis

In this research the researcher uses some technique to analyze the data.

The details of each technique, as follow:

1. Calculate the score of language learning strategies

Table 3.4

The Scoring System of Language Learning Strategies

Type of Questionnaire	Number of Items	Indicator per item					Max. Score
		Never	Sometimes	Often	Usually	Always	
Statement	30	1	2	3	4	5	150

Table 3.5

The Interval Score of Language Learning Strategies

Interval Score	Categorized as
<75	Fair
75-100	Good
100-125	Very good
126-150	Excellent

2. Calculate the score of students thinking styles

Table 3.6

The Scoring System of Students Thinking Styles

Type of Questionnaire	Number of Items	Indicator per item					Max. Score
		Never	Sometimes	Often	Usually	Always	
Statement	13	1	2	3	4	5	65

Table 3.7

The Interval Score of Students Thinking Styles

Interval Score	Categorized as
<50	Fair
50-54	Good
55-59	Very good
60-65	Excellent

3. Calculate the score of correlational between's two variable

In this research the researcher used correlational quantitative research. Thus, to know the relationship between's two variable, the researchers have utilized the Correlation Product Moment method which was created by Carl Pearson. The researcher conducted *Pearson Product Moment Validity Testing* using SPSS 21.

The formula is :

a. Finding the correlation uses formula

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

r = Pearson's Correlation Coefficient

N = Number of Participants

X = Students' Language Learning Strategies

Y = Students' Thinking Styles

$\sum X$ = The Sum of Language learning Strategies

$\sum Y$ = The Sum of Students Thinking Styles

$\sum X^2$ = The Sum of Squared Language Learning Strategies

$\sum Y^2$ = The Sum of Squared Student's Thinking Styles

$\sum XY$ = The Sum of Multiplied Scores between X and Y

This formula is used to find out an index correlation "r" product moment between variable X and Y

(Sugiyono, 2017)

- b. To interpret the index scores of correlation "r" product moment between variable X and Y (r_{xy}) the researcher uses interpretation such below:

Table 3.8 The Coefficient Correlation

The Score of "r" Product Moment (R_{xy})	Interpretation
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Moderate correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

(Sugiyono, 2017)

If it turns out that H_0 is rejected and H_a is accepted, it can be interpreted in the following table:

Table 3.9 The Interpretation of Correlation Coefficient

R_{xy}	Interpretation
0.00 —0.199	There is a correlation between the X variable and the Y variable, but it is very weak or shallow. So, the correlation is rejected. In other words, there is no correlation between the X variable and the Y variable.
0.20 —0.399	There is a weak or low correlation between the X variable and Y variable.
0.40 —0.599	There is enough correlation between the X variable and the Y variable.
0.60 —0.799	There is a strong or high correlation between the X variable and the Y variable.
0.80 —1.000	There is a very strong or high correlation between the X variable and the Y variable.

R_{xy} : correlation coefficient between X and Y.

The hypothesis will be tested as the following criteria:

If $r_{count} > r_{table}$ means H_0 is accepted and H_a is rejected.

If $r_{count} < r_{table}$ means H_0 is rejected and H_a is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Research finding presented and discussed the answer about the research questions that were about the correlation between language learning strategies and students thinking styles at eleventh grade of SMAU BPPT Darus SholahJember.

1. Validity and Reliability of Test

- a. On December 14, 2022, the exam was first administered to the non-respondents in two classes (XI IPS 2 and XI IPA 1). 29 and 31 students were among the participants. The test was in the form of questionnaire about the students' learning strategies and cognitive styles. Recently, this try out was used to determine the validity of the questionnaire.

- b. Validity of Test

- 1) Face Validity

The majority of the XI IPS 2 and XI IPA 1 students concurred that they found the statements included in questionnaire were extremely clear. (See Appendix 2)

According to English teacher, "Some statements were relevant to the fundamental competence of language learning strategies and students' thinking styles," the English teacher said. She later acknowledged that questionnaire was effective

in determining how well students understood their learning strategies and thinking styles. (See Appendix 3)

Thus, it demonstrated that both tests have face validity.

2) Content Validity

Both of the questionnaires, in the opinion of the English teacher, were pertinent to the fundamental proficiency of language learning strategies and students' thinking style.

The statements used in the questionnaire were based on O'Malley&Chamot as questionnaire of language learning strategies and also based on Strenberg as questionnaire of students thinking styles.

3) Item Validity

To determine whether an item is genuine, there are standards.

In this research, a test item is deemed to be legitimate if r_{count} exceeds r_{table} with a significant value of 0.05.

a) Item validity of language learning strategies

The first questionnaire was held on Wednesday, the 15th of December at XI IPS 1 as the respondent of this research. This questionnaire consists of 30 items. Then, it would be calculated by Pearson's correlation product moment using (IBM SPSS 21 Version) as follows: (See Appendix 4 and 5)

Table 4.1**The Result of Validation Questionnaire Language Learning Strategies**

No of Items	r_{count}	r_{table}	Interpretation
1	0.603	0.361	Valid
2	0.550	0.361	Valid
3	0.501	0.361	Valid
4	0.663	0.361	Valid
5	0.591	0.361	Valid
6	0.557	0.361	Valid
7	0.442	0.361	Valid
8	0.365	0.361	Valid
9	0.537	0.361	Valid
10	0.458	0.361	Valid
11	0.462	0.361	Valid
12	0.457	0.361	Valid
13	0.683	0.361	Valid
14	0.607	0.361	Valid
15	0.509	0.361	Valid
16	0.649	0.361	Valid
17	0.394	0.361	Valid
18	0.530	0.361	Valid
19	0.611	0.361	Valid
20	0.563	0.361	Valid
21	0.701	0.361	Valid
22	0.663	0.361	Valid
23	0.453	0.361	Valid
24	0.710	0.361	Valid
25	0.478	0.361	Valid
26	0.746	0.361	Valid
27	0.571	0.361	Valid

28	0.454	0.361	Valid
29	0.466	0.361	Valid
30	0.564	0.361	Valid

It could be seen from the table above, there were 30 items or questions of language learning strategies. However, all of the items of questionnaire were valid. For example, in the first questionnaire the r_{count} was more than r_{table} . $r_{\text{count}} = 0.603$ $r_{\text{table}} = 0.361$. If the r_{count} was less than r_{table} , so the questionnaire was not valid, and cannot to be used in this research. In this questionnaire all of items was valid because the score of r_{count} was more than r_{table} .

Hence, students' value of those questionnaire got better. It was proven by seeing students' answer where mostly of them gave answer that had high score to the questionnaire. They said those questionnaire was easy to understand.

b) Item validity of students thinking styles

The questionnaire of students thinking styles was held on Wednesday, the 15th of December at XI IPS 1 as the respondent of this research. This questionnaire consists of 13 items. Then, it would be calculated by Pearson's correlation product moment using (IBM SPSS 21 Version) as follows: (See Appendix 6 and7)

Table 4.2
The Validation Result of Questionnaire Students Thinking Styles

No of Items	r _{count}	r _{table}	Interpretation
1	0.420	0.361	Valid
2	0.519	0.361	Valid
3	0.441	0.361	Valid
4	0.606	0.361	Valid
5	0.386	0.361	Valid
6	0.507	0.361	Valid
7	0.448	0.361	Valid
8	0.462	0.361	Valid
9	0.395	0.361	Valid
10	0.472	0.361	Valid
11	0.542	0.361	Valid
12	0.503	0.361	Valid
13	0.665	0.361	Valid

It could be seen from the table above, there were 13 items or questions of language learning strategies. However, all of the items of questionnaire is valid. Because the r_{count} is more than r_{table}. r_{count} =0.420 r_{table}=0.361. If the r_{count} less than r_{table}, so the questionnaire is not valid, and cannot to be used in this research. In this questionnaire all of items is valid because the score more than r_{table}.

Hence, students' value of those questionnaire got better. It was proven by seeing students answer where mostly of them gave answer that had high score to the

questionnaire. They said those questionnaire was easy to understand.

It could be seen from the table above that all the questionnaire of students thinking styles were categorized as valid. It was that all the 'count of the questionnaire was higher than 'table. The result of students thinking styles was also better from the expectation.

c. Reliability of Test

1) Reliability of language learning strategies

Besides that, the researcher used Cronbach's Alpha by IBM SPSS 21 Version to check the reliability of language learning strategies. The test is considered as reliable if the value of Cronbach's Alpha is higher than 0.70. As follows:

Table 4.3
The Reliability Result of Questionnaire Language Learning Strategies

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.907	.922	30

Based on the table above, the reliability statistic of language learning strategies showed that the value of *Cronbach's Alpha* was 0.907 with 30 items. It was

higher than 0.70 ($0.907 > 0.70$). the level of reliability showed that the value was reliable.

2) Reliability of students thinkingstyles

Besides that, the researcher used Cronbach's Alpha by IBM SPSS 21 Version to check the reliability of language learning strategies. The test is considered as reliable if the value of Cronbach's Alpha is higher than 0.70. as follows:

Table 4.4
The Reliability Result of Questionnaire Students Thinking Styles

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.802	.812	13

Based on the table above, the reliability statistic of students thinking styles showed that the value of *Cronbach's Alpha* was 0.802 with 13 items. It was higher than 0.70 ($0.802 > 0.70$). The level of reliability showed that the value was reliable.

2. Data Description

In this research, the valid and reliable instruments were used to find the value of the two variables. The real test of questionnaire was held on Wednesday, the 15th of December 2022 at XI IPS 1 as the respondent of this research. The participant was 30 students.

There are two kinds of this questionnaire in this research. The first was questionnaire of language learning strategies (X) is consists of 30 items. The second one was the questionnaire of students thinking styles (Y) is consists of 13 items. So, the total questionnaire is 43 items.

Thus, the students score on both of the questionnaire is described as follows:

Table 4.5
Students Score of Two Variables

No	CodeName	(LLSX)	Score (STSY)
1	FZN	128	51
2	HMS	124	61
3	MLM	130	61
4	NSS	131	60
5	SAB	118	52
6	ZNI	118	59
7	LSS	119	54
8	ERA	129	60
9	DNN	121	58
10	SLH	129	61
11	HSS	119	61
12	AFP	136	60
13	ASR	131	54
14	ILM	127	54
15	ZLH	127	53
16	STA	91	60
17	NLA	117	59
18	IDM	90	60
19	HMP	105	54
20	LFN	104	52
21	FSD	134	51
22	VAA	132	52
23	SMN	137	56
24	KKM	139	60
2	SAP	143	60
26	NAP	130	60
27	ANA	135	60
28	AKH	145	52
29	ATA	139	52
30	SUH	138	49

Thus, the data of this research is summarized as follows:

Table 4.6

Statistics		
Language learning Strategies		
N	Valid	30
	Missing	0
Mean		125.20
Median		128.50
Mode		118 ^a
Range		55
Minimum		90
Maximum		145

From the table above, it can be seen that the mean is 125.20, the median is 128.50, the mode is 118, the range is 55, the minimum score is 90, and the maximum score is 145.

Table 4.7

Statistics		
Students Thinking Styles		
N	Valid	30
	Missing	0
Mean		56.53
Median		58.50
Mode		60
Range		12
Minimum		49
Maximum		61

From the table above it can be seen that the mean is 56.53, the median is 58.50, the mode is 60, the range is 12, the minimum score is 49, and the maximum score is 61.

a. Descriptive Statistic of Language Learning Strategies

The questionnaire was distributed to 30 students of SMAU BPPT Darus Sholah Jember especially in the class of XI IPS 1. The way to indicate the major students' language learning strategies is by seeing one of the highest scores among three kinds of language learning strategies. The result of language learning strategies on the table as follow:

Table 4.8
The Classification Score of Language Learning Strategies

No	Classification	Freq	Precentage
1	Metacognitive Strategies	5	17%
2	Cognitive Strategies	9	30%
3	Social Strategies	16	53%

The result of each students' language learning strategies was known and determined. The data included of 30 students resulted three kinds of language learning strategies are as follows: 5 students have metacognitive strategies, 9 students have cognitive strategies, and 16 students have social strategies. The data showed most of students in SMAU BPPT Darus Sholah especially in the class XI IPS 1 was dominated by social strategies with the total frequency 16 participants have social strategies with 53% percent.

b. Descriptive Statistic of Students Thinking Style

The questionnaire was distributed to 30 students of SMAU BPPT Darus Sholah Jember especially in the class of XI IPS 1. The way to indicate the major students' thinking styles is by seeing one of the highest scores among five kinds of students thinking styles. The result of students thinking styles on the table as follow:

Table 4.9

The Classification Score of Students Thinking Styles

No	Classification	Freq	Precentage
1	Function	9	30%
2	Form	4	13%
3	Level	2	7%
4	Scope	13	43%
5	Leaning	2	7%

The result of each students thinking styles was known and determined. The data included of 30 students resulted five kinds of students thinking styles are as follows: 9 students have function styles, 4 students have form styles, 2 students have level styles, 13 students have scopes styles, and 2 students have leaning styles. The data showed most of students in SMAU BPPT Darus Sholah especially in the class XI IPS 1 was dominate by scope styles with the total frequency was 13 participants have scope styles with 43% percent.

3. Data Analysis

1) Correlational Result

In this research as mentioned in previous chapter, the researcher used SPSS 21 to find out whether there is any correlation between language learning strategies and students thinking styles. The result is presented in table 4.5.

Table 4.10
The Coefficient Correlation between Language Learning Strategies and Students Thinking Styles

Correlations			
		Language Learning Strategies	Students Thinking Styles
Language Learning Strategies	Pearson Correlation	1	0.627**
	Sig. (2-tailed)		.000
	N	30	30
Students Thinking Styles	Pearson Correlation	0.627**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table of Pearson's correlation the final score show that the correlation is $r_{count}0.627$. It includes in the fourth level as high correlation (0.60-0.799) which means that correlation between two variables is high. The significant value is 0.000 which means that the correlation between two variables is strong or significance. It considered that there was positive correlation between language learning strategies and students' thinking styles.

2) Regression Result

In this research, the researcher used SPSS 21 to find out the effect of language learning strategies towards students thinking styles. The result is presented in table 4.6.

Table 4.11
The effect of Language Learning Strategies towards Students Thinking Styles

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627 ^a	.237	.240	.4,988
a. Predictors: (Constant), Language Learning Strategies				
b. Dependent Variable: Students Thinking Styles				

Based on the table above, the table shows that the correlation coefficient (r_{count}) is 0.627 and determination coefficient (R Square) is 0.237. Which means that there is effect of language learning strategies towards students thinking styles. The effect of language learning strategies towards students thinking styles is 23.7% it means that there is effect of language learning strategies towards students thinking styles because R square more than 0.00.

3) Hypothesis Testing

This research is aimed to answer the hypothesis that it can be accepted or rejected.

- (Ho) Null Hypothesis

There is no significant correlation between language learning strategies and students thinking styles.

- (Ha) Alternative Hypothesis

There is significant correlation between language learning strategies and students thinking styles.

The hypothesis will be tested as the following criteria:

If $r_{count} > r_{table}$ means H_0 is accepted and H_a is rejected.

If $r_{count} < r_{table}$ means H_0 is rejected and H_a is accepted.

The correlation coefficient is $r_{count} = 0.627$, significant value $0.000 < 0.05$, $N = 30$ (gained from $r_{table} = 0.361$). From the calculation it can be seen that $r_{count}(0.627)$ is more than $r_{table}(0.361)$ and concluded that H_0 is accepted and H_a is rejected which means there is correlation between language learning strategies and students thinking styles. The coefficient determination is 0.237, which means that the effect of language learning strategies towards students thinking styles is 23.7%.

To see the significance and the correlation, the researcher test the following hypothesis:

If $r_{count} > 0.05$, thus H_0 is accepted and H_a is rejected.

If $r_{count} < 0.05$, thus H_a is accepted and H_0 is rejected.

From the table 4.5, it can be seen that the significance value = $0.000 < 0.05$ which means H_0 is rejected and H_a is accepted. Therefore, it can be summed up that there is correlation between language learning strategies and students thinking styles.

B. Discussion

The objective of this research is to find out whether there is a correlation or not between language learning strategies and students thinking styles at 11th grade of SMAU BPPT Darus Sholah Jember. The researcher limits this research on the language learning strategies especially indirect strategies (cognitive, metacognitive, and social strategies) and their thinking styles. The researcher has collected the data needed in this research for verifying the hypothesis. There was one instrument in this research that was questionnaire.

At the first step, the researcher took XI IPS 1 as the respondent class and XI IPS 2 and XI IPA 1 as the non-respondent class to check the validity and reliability of the research instruments. Afterward, the researcher tried-out the research instrument at the non-respondent class (XI IPS 2) and (XI IPA 1) on Tuesday, the 14th of December 2022 for the validity of language learning strategies and students thinking styles questionnaire. And finally both of the instruments have validity and reliability.

Next, the researcher gave a real questionnaire to XI IPS 1 as the respondent class of this research. It was held on Wednesday, the 15th of December 2022. It was questionnaire that was related to language learning strategies and students thinking style. It consisted of 43 questions, 30 questions related to language learning strategies and 13 questions related to students thinking style.

Based on the result of the analyses, it found that there was positive correlation between language learning strategies and students thinking styles. In line with Fitria Apriani revealed that there was a relationship between language learning strategies and students thinking styles in their study.³⁶

After that, the researcher tested the hypotheses which were regarding the correlation between two variables by using *Pearson's Correlation Product Moment* (r) formula (IBMS SPSS Statistic 21 Version). It was found that r_{count} was 0.627 which was higher than r_{table} that was 0.361. ($0.627 > 0.361$).

Then, It was also found that the significance of coefficient was less 0.05 ($0.000 < 0.05$). It means that H_a (the alternative hypothesis) was accepted and H_0 (the null hypothesis) was rejected. It could be concluded that the two variables had positive correlation.

Hence, there was a significant correlation between language learning strategies and students thinking styles at the Eleventh grade of SMAU BPPT Darus Sholah Jember. To know the criterion of relationship between the two variables, the researcher used the criterion by Sugiyono in this research.³⁷

Thus, the criterion of relationship is described as follows:

³⁶Fitria, A. "Students Thinking Styles and Its Relation to their Language Learning Strategies". Sriwijaya University. 2014.

³⁷Sugiyono. "Metode Penelitian Kuantitatif". Bandung by Alfabeta. 2017.

Table 4.12
The criterion by Sugiyono

The Score of "r" Product Moment (Rxy)	Interpretation
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Moderate correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

Based on the result of *Pearson's Correlation product Moment Formula*, the r count of this research was 0.627. It was between 0.60-0.799. it could be concluded that the correlation between language learning strategies and students thinking styles was high correlation.

The implication of this study addresses the issue about teaching and learning in the classroom. As Turki, in his reasearch confirmed that the basic principle in the ways of thinking or thinking styles is to help students make the fullest possible use of the methods of teaching and learning, and to realize the best way to invest their true potentials.³⁸According to Oxford, the variety of thinking styles allows students to determine what strategies that suit for them. Students may find that some of language learning strategies are relevant for their learning and may not. When the students consciously chose strategies that fit their learning styles

³⁸Turki, J. "*Thinking Styles*". Tafila technical university. 2012.

and foreign/second language task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.³⁹

The finding of language learning strategies were related to students thinking styles has implication for teaching training. It would be benefit for students for teacher training and education exposed to the different kinds of materials and activities to cover the various strategies and be given attention to their different thinking styles.

Based on the finding above, it also be concluded that Social Strategies was the language learning style that most used by the students. In line with Rubin, the social strategies is the language learning strategies that most used by students because the strategies are related with social-mediating activity with others and the opportunities to be exposed and practice their learning.⁴⁰

While, scope was the most kind of students' thinking style that had by students. It is supported by Barendra, stated that the scope are one the factors that have important for thinking style, because they have contributed in learning process, especially in internal and external style. They can exposed their thinking style and some may not.⁴¹

³⁹Oxford, R. L. "Language learning styles and strategies": An overview. Retrieved from <http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.pdf>.⁴⁰Rubin. "How to be successful language learner". Boston: Heinle & Heinle. 1982.

⁴¹Barendra. "Internal and External style". Surabaya. 2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in the previous chapter, it showed that t_{count} (0.627) was higher than t_{table} (0.361) at the significant level 0.05 with df (N-2). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Thus, the researcher concluded that there was a high correlation between language learning strategies and students thinking styles of the eleventh grade at SMAU BPPT Darus Sholah Jember.

B. Suggestions

The findings of the research expected to be useful for English teacher and further researchers :

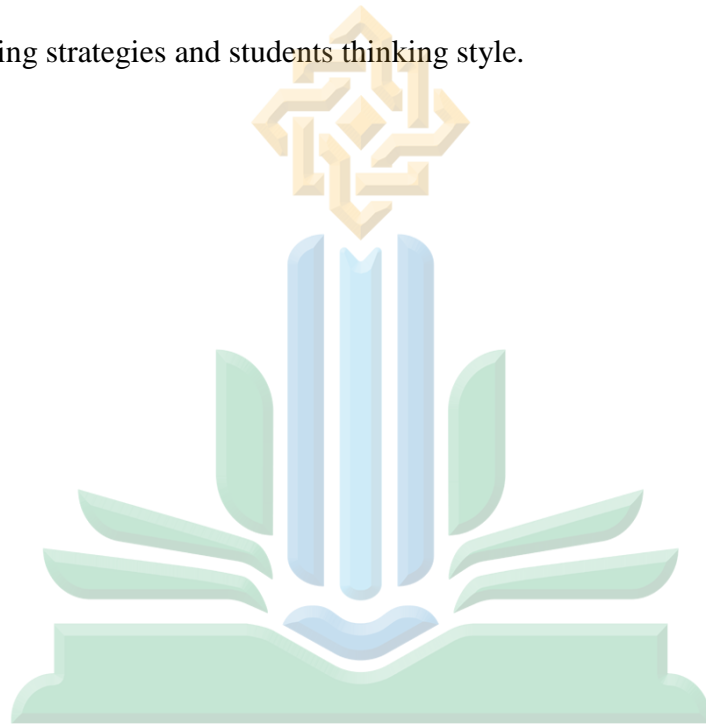
1. For English Teacher

For English teacher, even though the result of this research is include in high correlation between language learning strategies and students thinking styles, the teacher have to pay attention when learning English it can increase in very high level.

2. For Further Researchers

For further researchers, this research can be beneficial for their research, and also this research can be reference for their research. The researcher suggest the further research to conduct a research about language learning strategies and students thinking styles.

This research focused on the correlation between language learning strategies and students thinking style.



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APPENDIX I

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Citra Musrifatul Afifah
Students' Number : T20176038
Faculty : Tarbiyah and Teacher Training
Study Program : English Department
Institution : UIN KH.Achmsd Siddiq Jember

Declare that this thesis entitled **“The Correlation Between Language Learning Strategies and Students Thinking Style at Eleventh Grade of SMAU BPPT Darus Sholah Jember”** my thesis is original work, except in part referred by the source. Gathered and utilized to fulfill the purpose and objectives of this research.

Jember, 12th Juni 2023



Citra Musrifatul Afifah

NIM. T20176038

APPENDIX II

RESEARCH MATRIX

Title	Variable	Indicator	Methodology and Research Procedure	Hypothesis	Research Problem
<p>The Correlation Between Language Learning Strategies and Students Thinking Styles of the Eleventh Grade Students at SMAU BPPT Darus Sholah Jember.</p>	<p>Independent : Language Learning Strategies</p> <p>Dependent : Students Thinking Styles</p>	<p>The strategies of LLS (metacognitive, cognitive, and social strategies)</p> <p>The part of STS (function, form, level, scope, and leaning)</p>	<p>Research Sample : (Classroom Random Sampling)</p> <p>Collecting Data : Questionnaire</p> <p>Research Location : SMAU BPPT Darus Sholah Jember</p> <p>Data Analysis : <i>Pearson's Correlation Product Moments</i> byusing SPSS 21Version.</p> $r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$ <p>r = Pearson's Correlation Coefficient N = Number of Participants X = Students' Language Learning Strategies Y = Students' Thinking Styles ΣX = The Sum of Language learning Strategies ΣY = The Sum of Students Thinking Styles ΣX²= The Sum of Squared Language Learning Strategies ΣY²= The Sum of Squared Student's Thinking Styles ΣXY = The Sum of Multiplied Scores between X and Y</p>	<p>H₀: There is no significant correlation between language learning strategies and students thinking styles of the Eleventh Grade of SMAU BPPT Darus Sholah Jember.</p> <p>Ha: there is a significant correlation between langugae learning strategies and students thinking styles of the Eleventh Grade of SMAU BPPT Darus Sholah Jember.</p>	<p>Is there any correlation between language learning strategies and students thinking style at SMAU BPPT Darus Sholah Jember?</p>

APPENDIX III

Face Validity (Students of XI IPA 1 and XI IPS 2)

After giving the tried-out of the questionnaire, the researcher asked to the students (XI IPS 2 and IPA 1) about some questions. (Jember, 14th of December 2022).

First Class XI IPS 2

Researcher: “Okay Students, hari ini miss sudah membagikan tes/pertanyaan yang berkaitan dengan strategi pembelajaran dan gaya berfikir. Jadi, miss mau tanya nih sama kalian, menurut kalian adakah pertanyaan yang sulit, atau kurang jelas yang membuat kalian bingung?”.

Students 1 XI IPS 2 (Silviana Uswatun Hasanah):”Ga bingung sama sekali kok miss, justru ini sesuai sama yang saya alami dalam proses pembelajaran”.

Students 2 XI IPS 2 (Affatul Afroh):”Iya miss, pertanyaannya mudah dipahami”.

Students 3 XI IPS 2 (Ayu Khusnul Khatimah):”tidak ada yang sulit miss, mudah dipahami karena sesuai dengan kemampuan kita”.

Researcher: “Okay, Thank you karena untuk pertanyaan strategi pembelajaran dan gaya berfikir tidak ada masalah, terimakasih ya anak-anak semua and see you”.

Second Class XI IPA 1

Researcher: “Okay Students, hari ini miss sudah membagikan tes/pertanyaan yang berkaitan dengan strategi pembelajaran dan gaya berfikir. Jadi, miss mau tanya nih sama kalian, menurut kalian adakah pertanyaan yang sulit, atau kurang jelas yang membuat kalian bingung?”.

Students 4 XI IPA 1 (Awsan Nisa Ariska):”Menurut saya tidak ada yang sulit miss, mudah dipahami dan seru pertanyaannya”.

Students 5 XI IPA 1 (Vely Aulia Anggraeni):”Sudah jelas semua miss, ga bingung juga karena memang sesuai dengan kemampuan kita setiap hari di kelas miss”.

Students 6 XI IPA 1 (Lailatus Syarifah):”Engga ada yang ga paham kok miss. Menurut saya ini sudah cocok dengan proses pembelajaran kita sehari-hari”.

Researcher: “Okay, Thank you karena untuk pertanyaan strategi pembelajaran dan gaya berfikir tidak ada masalah, terimakasih ya anak-anak semua atas partisipasinya,. and see you”.

APPENDIX IV

Face Validity (English Teacher)

Before giving the questionnaire, the researcher was consulting the research instruments to the English teacher.

Researcher: “Assalamualaikum mom, saya hari ini ingin berkonsultasi mengenai research instrument yang akan saya pakai di kelas non-respondent. Jadi, bagaimana pendapat ibu mengenai research instruments ini? Apakah ada yang perlu saya revisi dulu mom?”

English Teacher: “Oh iya, saya lihat dulu ya mbak, tunggu sebentar”.

Researcher: “Baik mom”.

English Teacher: “Menurut saya pertanyaannya mudah dipahami untuk anak-anak mbak, dan juga relevant.dengan pertanyaan ini samean bisa melihat anak-anak lebih sering menggunakan metode atau strategi pembelajaran yang mana? Begitupun dengan gaya berfikir. Bagus udah ini mba, bisa langsung di distribusikan ke anak-anak, tidak ada yang perlu direvisi”

Researcher: “Alhamdulillah kalau seperti itu mom, terimakasih banyak atas waktunya dan masukannya”.

English Teacher: “Sama-sama mbak, segera di distribusikan hari ini untuk yang non-respondent, supaya besok segera penelitian yang real”.

Researcher: “Baik mom, sekali lagi terimakasih banyak”.

Jember, 14thof December 2022

APPENDIXIV

The Scores of Each Validity Language learning Strategies (XI IPS 1)

No Responden	Language Learning Strategies (X)																														Total X	
	x.1	x.2	x.3	x.4	x.5	x.6	x.7	x.8	x.9	x.10	x.11	x.12	x.13	x.14	x.15	x.16	x.17	x.18	x.19	x.20	x.21	x.22	x.23	x.24	x.25	x.26	x.27	x.28	x.29	x.30		
1	5	2	4	5	4	4	4	5	4	3	5	4	2	5	5	5	2	5	4	5	5	4	5	4	5	4	5	5	5	4	128	
2	5	2	4	4	2	4	5	4	4	3	5	4	2	5	3	5	4	5	4	5	5	4	5	4	5	4	4	5	5	4	124	
3	5	2	5	5	4	4	5	5	4	3	5	4	2	5	3	5	5	5	5	5	5	4	5	4	5	4	4	4	5	4	130	
4	5	4	5	5	5	4	5	5	4	2	5	3	4	5	5	5	5	5	3	5	5	4	4	4	5	5	4	5	5	1	131	
5	4	4	3	5	5	4	4	4	4	3	5	4	2	4	3	5	5	4	3	5	4	4	4	4	5	1	4	4	4	4	118	
6	5	4	2	5	5	4	5	3	4	3	3	2	2	5	5	4	3	5	3	4	5	4	5	5	5	2	4	4	5	3	118	
7	5	3	2	4	5	4	5	3	4	3	5	2	2	5	5	4	5	5	3	5	5	4	4	4	5	1	4	4	5	4	119	
8	5	3	3	5	5	4	5	3	4	5	5	2	2	5	5	5	4	5	4	5	5	5	5	5	5	4	4	5	5	2	129	
9	4	3	4	4	5	4	4	4	4	3	5	3	1	4	3	4	5	5	5	5	5	5	4	5	5	1	4	5	4	4	121	
10	5	4	5	4	5	4	5	5	5	3	5	3	5	4	3	4	5	5	5	5	5	3	5	3	5	3	4	5	4	3	129	
11	5	4	3	1	4	4	4	5	4	3	4	4	2	4	3	4	4	4	2	5	4	5	5	4	5	4	5	5	4	5	119	
12	5	4	4	5	2	5	5	5	4	3	5	3	2	5	3	5	4	5	5	5	5	5	4	4	5	5	1	4	5	5	4	126
13	5	2	5	4	5	4	4	5	5	3	5	4	1	5	3	5	4	5	5	5	5	5	5	5	5	4	4	5	5	4	131	
14	5	3	4	4	3	2	5	5	5	4	5	4	1	5	3	5	4	5	5	5	5	5	5	4	5	4	4	5	4	4	127	
15	5	3	5	4	5	1	5	5	4	3	5	4	1	5	3	5	4	5	5	3	5	5	5	5	5	5	4	4	5	5	4	127
16	5	2	4	1	3	2	4	3	4	3	4	3	1	2	3	4	3	4	3	3	4	4	2	1	4	1	4	5	3	2	91	
17	4	2	4	2	5	4	4	3	4	3	4	3	4	5	3	5	2	5	4	5	4	4	5	5	5	1	4	5	4	5	117	
18	4	2	4	2	3	1	4	3	4	3	4	3	1	2	3	4	2	4	3	4	4	2	5	1	5	1	4	3	4	1	90	
19	4	1	4	4	2	1	5	3	4	3	5	3	1	5	3	4	4	4	3	4	4	4	5	4	5	1	4	5	5	1	105	
20	4	1	4	4	2	1	4	3	4	3	5	3	1	5	3	4	4	4	3	4	4	4	5	4	5	1	4	5	5	1	104	
21	5	4	5	5	5	4	5	4	4	4	5	4	3	4	5	4	4	4	5	5	4	5	5	4	5	5	5	5	4	134		
22	5	4	5	5	5	2	4	4	5	4	4	4	4	4	5	5	5	4	5	5	5	5	5	5	5	1	4	5	5	4	132	
23	5	4	5	5	5	2	5	4	4	4	5	4	4	4	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	137	
24	5	3	5	5	5	5	5	4	5	4	5	4	4	5	5	5	4	5	3	5	5	5	5	5	5	4	5	5	5	4	139	
25	5	4	5	5	5	5	5	4	5	4	5	4	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	143	
26	5	1	5	4	5	2	4	3	5	3	5	4	4	5	5	5	4	5	5	4	5	5	5	4	5	4	5	5	5	4	130	
27	5	4	5	4	5	2	4	4	4	3	5	4	4	5	5	5	4	5	5	4	5	5	5	5	5	5	4	5	5	5	135	
28	5	4	5	5	5	5	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	145	
29	5	4	5	4	5	5	5	3	5	4	5	3	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	139	
30	5	4	5	5	5	5	5	3	5	4	5	5	4	5	5	5	2	5	5	5	5	5	5	5	5	4	5	5	4	3	138	

APPENDXVI

The Score of Each Question of Students Thinking Styles

No Responden	Students Thinking Styles													Total Y
	y1	y2	y3	y4	y5	y6	y7	y8	y9	y10	y11	y12	y13	
1	4	4	5	4	4	4	4	2	3	5	4	3	5	51
2	4	5	5	5	5	5	5	3	5	5	5	4	5	61
3	4	5	5	5	5	5	5	3	5	5	5	4	5	61
4	4	5	5	5	5	5	4	5	5	4	4	4	5	60
5	4	4	5	4	4	4	3	3	4	4	4	4	5	52
6	4	5	5	4	5	5	3	4	5	5	5	4	5	59
7	4	4	4	4	5	4	3	3	5	4	5	4	5	54
8	5	5	5	4	5	5	4	3	5	5	4	5	5	60
9	5	4	5	4	5	4	3	4	5	5	5	4	5	58
10	5	5	5	4	5	5	5	3	5	5	5	4	5	61
11	5	5	5	4	5	4	3	5	5	5	5	5	5	61
12	5	5	5	4	5	5	4	3	5	4	5	5	5	60
13	4	5	3	4	5	4	4	3	5	5	4	4	4	54
14	4	4	5	4	5	4	4	3	5	4	4	4	4	54
15	4	4	3	4	5	4	4	3	5	5	4	4	4	53
16	5	5	5	5	5	5	3	4	5	5	4	4	5	60
17	5	5	5	5	5	5	3	4	4	5	4	4	5	59
18	3	4	5	5	5	5	5	5	4	5	4	5	5	60
19	5	4	4	4	5	4	4	3	5	4	4	4	4	54
20	4	4	5	4	4	4	4	3	4	4	4	4	4	52
21	4	5	5	4	4	4	3	3	5	4	4	3	3	51
22	4	4	5	4	4	4	4	3	4	4	4	4	4	52
23	4	5	5	4	5	4	4	3	5	5	4	4	4	56
24	5	4	5	4	5	5	4	4	5	5	5	4	5	60
25	5	4	5	4	5	4	5	4	5	5	5	4	5	60
26	5	5	5	5	5	4	5	3	5	5	4	4	5	60
27	4	5	5	5	5	5	5	3	5	5	4	4	5	60
28	4	5	4	4	5	3	3	3	4	5	4	4	4	52
29	4	5	4	4	5	3	3	3	4	5	4	4	4	52
30	4	4	4	3	5	3	3	3	4	4	4	4	4	49

APPENDXVII

Item Validity of Students Thinking

		Correlations													
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Y1	Pearson	1	.167	.212	-.042	.277	.194	-.054	.117	.385*	.175	.351	.187	.336	.437
	Sig. (2-tailed)		.378	.261	.827	.138	.305	.776	.538	.036	.354	.057	.322	.069	.016
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y2	Pearson	.167	1	.126	.412*	.331	.305	.024	.073	.334	.381*	.048	.132	.097	.445*
	Sig. (2-tailed)	.378		.506	.024	.074	.102	.902	.701	.071	.038	.803	.487	.609	.014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y3	Pearson	.212	.126	1	.356	-.229	.506**	.209	.266	.000	.000	.241	.077	.452*	.490*
	Sig. (2-tailed)	.261	.506		.054	.224	.004	.268	.156	1.000	1.000	.199	.685	.012	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y4	Pearson	-.042	.412*	.356	1	.211	.620**	.435*	.327	.167	.333	-.048	.081	.462*	.622**
	Sig. (2-tailed)	.827	.024	.054		.264	.000	.016	.078	.378	.072	.803	.670	.010	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y5	Pearson	.277	.331	-.229	.211	1	.210	.156	.359	.555**	.443	.316	.472**	.323	.563**
	Sig. (2-tailed)	.138	.074	.224	.264		.266	.410	.052	.001	.014	.089	.008	.082	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y6	Pearson	.194	.305	.506**	.620**	.210	1	.423*	.346	.387*	.221	.331	.283	.620**	.786**
	Sig. (2-tailed)	.305	.102	.004	.000	.266		.020	.061	.034	.241	.074	.130	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y7	Pearson	-.054	.024	.209	.435*	.156	.423*	1	-.095	.217	.247	.124	.125	.268	.469*
	Sig. (2-tailed)	.776	.902	.268	.016	.410	.020		.618	.250	.188	.515	.510	.152	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y8	Pearson	.117	.073	.266	.327	.359	.346	-.095	1	.234	.167	.234	.455*	.375*	.543**
	Sig. (2-tailed)	.538	.701	.156	.078	.052	.061	.618		.213	.378	.214	.011	.041	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y9	Pearson	.385	.334	.000	.167	.555**	.387*	.217	.234	1	.088	.439*	.234	.112	.559*
	Sig. (2-tailed)	.036	.071	1.000	.378	.001	.034	.250	.213		.645	.015	.214	.556	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y10	Pearson	.175	.381	.000	.333	.443*	.221	.247	.167	.088	1	.200	.107	.383*	.493**
	Sig. (2-tailed)	.354	.038	1.000	.072	.014	.241	.188	.378	.645		.289	.575	.037	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y11	Pearson	.351	.048	.241	-.048	.316	.331	.124	.234	.439*	.200	1	.213	.511*	.535*
	Sig. (2-tailed)	.057	.803	.199	.803	.089	.074	.515	.214	.015	.289		.258	.004	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y12	Pearson	.187	.132	.077	.081	.472**	.283	.125	.455*	.234	.107	.213	1	.381*	.498**
	Sig. (2-tailed)	.322	.487	.685	.670	.008	.130	.510	.011	.214	.575	.258		.038	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Y13	Pearson	.336	.097	.452	.462*	.323	.620**	.268	.375*	.112	.383*	.511*	.381*	1	.743*
	Sig. (2-tailed)	.069	.609	.012	.010	.082	.000	.152	.041	.556	.037	.004	.038		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson	.437	.445	.490*	.622**	.563**	.786**	.469*	.543**	.559*	.493**	.535*	.498**	.743*	1
	Sig. (2-tailed)	.016	.014	.006	.000	.001	.000	.009	.002	.001	.006	.002	.005	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX IX

The Questionnaire of Language Learning Strategies and Students Thinking Style

Appendix A

Nama : *Nabila Sekar Sugiaty*

Kelas : *XI IPSI*

Kuesioner Strategi Pembelajaran Bahasa

Bacalah setiap pertanyaan dengan cermat. Kemudian pilihlah jawaban yang paling sesuai dengan cara yang biasa anda lakukan di sekolah kemudian centang (1)

Catatan :

- 1 : Tidak Pernah 2 : Kadang-kadang
3 : Biasanya 4 : Sering 5 : Selama

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1-10 Strategi Pembelajaran Bahasa (Metakognitif Strategi)						
1	Saya menitikberatkan pada berbicara bahasa Inggris.					✓
2	Saya tidak ingin mengulang materi [Pelajaran yang telah dipelajari sebelumnya].				✓	
3	Saya menghafal kata-kata untuk meningkatkan keterampilan bahasa Inggris.					✓
4	Saya mencoba mengevaluasi materi pelajaran bahasa Inggris di rumah.					✓
5	Saya mencari teman atau pasangan yang bisa saya ajar untuk berbicara bahasa Inggris.					✓
6	Saya tidak suka ketika guru saya memberikan motivasi tentang belajar bahasa Inggris.				✓	

7	Saya menggunakan kamus untuk memahami kata-kata.				✓
** 8 **	Untuk memahami kata-kata asing, saya mencoba untuk mencatatnya.				✓
9	Belajar bahasa Inggris hanya untuk keperluan.		✓	✓	
10	Saya berbicara dengan orang lain tentang apa yang saya rasakan ketika saya belajar bahasa Inggris.		✓		

No.	Pertanyaan	Skala				
		1	2	3	4	5
B. Soal 11-20 Strategi Pembelajaran Bahasa						
(Identifikasi Strategi)						
11	1 Saya suka membaca buku bahasa Inggris.					✓
12	Saya mengucapkan dan menulis kata-kata bahasa Inggris baru dalam sebuah buku.			✓	✓	
13	Saya belajar bahasa Inggris dengan menggunakan permainan.				✓	
14	Saya berlatih berbicara bahasa Inggris.				✓	✓
15	Belajar bahasa Inggris dapat meningkatkan kemampuan berbicara kita.					✓
16	Saya menggunakan gerakan untuk meningkatkan percakapan.					✓
17	Belajar bahasa Inggris membuat saya senang.					✓
18	Saya mencoba untuk fokus belajar bahasa Inggris.					✓
19	Saya tidak memperhatikan ketika guru memberi tugas.			✓		
20	Saya harus bekerja keras untuk belajar bahasa Inggris dengan baik.					✓

No.	Pertanyaan	Skala				
		1	2	3	4	5
'gl 21-30 Stratcgi Pein%.ajaranWa asa (Social Strategi)						
21	Saya berlatih bahasa Inggris dengan teman-teman saya di kelas.					✓
22	Ketika saya tidak mengerti sebuah kata dalam bahasa Inggris, saya meminta guru saya untuk mengulangi seacara perlahan.				✓	
3	Saya suka mengerjakan pekerjaan rumah (PR) dirumbersama teman-temansaya.				✓	
	Sada mengajukan pertaiyaand a aasaInggi'is.			✓		
	Saya ifiemintagii!Is ya unttlk memperbaiki i bahasa In'gris saya ketil:a saya mencobauntukberbit:ara } bahasaInggris.					✓
	,, Saya dan teman-teina i saya selaliime ii lai **					✓
	, Di lcelas saya sisWaselalubed ya *tactangmactel,i, ketika mereka tidak memo.ilaari.					✓
	Sayasnl<abelcerjasam eilg i te can-teinalisaya.					✓
	Tugas 'kita l>isa niudali, j i a l ta el ePanamateman- **					✓
)teman.					✓
	'Sayatida1<su kéiika guru inenyuruli niengerjaKan					
	Egasberkeloin{ 'ok.					

Apper.dir. B

Nama : Nabila Sekar Sugiaty

Kelas :)t{ U\$

Kuesioner Gaya Berfikir Siswa

Bacilah set 1 » pertanyaan dengan cennat. Gunakan alat yang disediakan untuk menunjukkan seberapa cocok pernyataan tersebut dengan cara yang biasa anda lakukan di sekolah kemudian centring (9)

Catatan :

1 : Tidak Pernah

2 : Tidak Pernah - Kadang

3 : Biasanya

4 : Sering

5 : Selalu

No

Pertanyaan

Skala

1

2

3

4

5

A. Soal 1-3 Gaya Berfikir Siswa

fungsi (legislatif, eksekutif dan yudikatif)

1 Saya mengubah pola pikir saya untuk belajar dengan lebih baik.

2 Saya dapat memecahkan masalah dengan menggunakan strategi atau ide.

3 Saya menikmati tugas yang menantang.

4 Saya memiliki keyakinan.

• Soal 4-7 Gaya Berfikir Siswa

Bentuk (hirarki, oligarki, monarki dan anarkis)

4 Saya suka memahami materi dengan

metode yang berbeda.

5 Saya mengerjakan tugas dengan hati-hati dan fokus.



✓

✓

IV

✓

✓

6	Ketika mencoba memahami materi, saya menggunakan ide saya sendiri dari strategi; untuk mengatasinya.					✓
7	Saya tidak merasa ketika guru saya memberikan kesempatan untuk berdiskusi.				✓	
C. Soal 8-9 Gaya Berpikir Siswa Level (global dari lokal)						
8	Saya tidak sulit menggunakan ide saya sendiri, saya lebih suka ide gagasan teman.					✓
9	Ketika mencoba memberikan kesimpulan, saya menggunakan gagasan utama.					✓
D. Soal 10-11 Gaya Berpikir Siswa Cakupan (internal dan eksternal) <i>scope →</i>						
10	Saya lebih suka menirukan gagasan orang lain sendiri, tanpa harus tahu dari orang lain.				✓	
11	Ketika menuliskan kesimpulan, saya bertukar pikiran dengan teman kelas saya.				✓	
E. Soal 12-13 Gaya Berpikir Siswa Kecenderungan (liberal dan konservatif)						
12	Saya tidak sulit ketika meminta murid untuk berdiskusi, karena itu membuat saya bosan.				✓	
13	Saya dan teman-teman sulit memahami materi, dan kami menggunakan gaya berpikir sendiri untuk menyelesaikannya.					✓

Appendix A

Nail°-

Kel> II I \$

I(11 e sioner Strategi Peinbelajaran Bahasa

Bac8lah setiap pertanyaaan dngan cernmat. Gunakan skala yang clisediakan untuk menunjukkan s bel apa coGOk per nyataan te.'sebut dngan care yang biasa an< la lakukan disekolah Ireinudian centftl*i> ()

Ca tatan :

- 1 . TidakPernah 2 :Kadang-lfadang
 3:Eiasanya 4 :Sering 5 :Selalu

No	Pci tanyaan	Skala				
		1	2	3	4	5
A. Soul 1-10 Strategi Pembelajaran Bahasa (Mrtakognitif Strategi)						
1	Saya ineinpei hatikan ketika seseorang b•rbicarabahasa					✓
2	*aya tidak ingin rriengulang inata pelajaj'an yangtelah dips.lajan sebelu: mya.				✓	
3	Saya inenghafal mata-kata i.untukireningkatkan keteraiiipilan bahasa Inggris.					✓
4	Sya mencoba inengevaluasl mata Pelajaran bahasa Inggris di rumah.					✓
5	Sayamencari temanataupasan<anyangbisasityaajaruntuk berbicara bahasaInggris.					✓
6	Saya tidak suka ketika guru saya inembeilcaninotivasi tentang belajar bahasa Inggris.					✓

7	Saya menggunakan kamus untuk menerjemahkan kata-kata.					✓
8	Untuk memahami kata-kata asing, saya mencoba menulis di catatan saya.				✓	
9	Belajar bahasa Inggris hanya untuk bermain game.					✓
10	Saya berbicara dengan orang lain tentang apa yang saya rasakan ketika saya belajar bahasa Inggris.				✓	

No.	Pertanyaan	Skala				
		1	2	3	4	5
B. Soal 11-20 Strategi Pembelajaran Bahasa (Kognitif Strategi)						
11	Saya suka mata pelajaran bahasa Inggris.					✓
12	Saya mengucapkan dan menulis kata-kata bahasa Inggris, baru dalam sebuah buku.				✓	
13	saya belajar bahasa Inggris hanya untuk bermain game.					✓
14	Saya berlatih berbicara bahasa Inggris.					✓
15	Belajar bahasa Inggris dapat meningkatkan kemampuan berbicara kita.					✓
16	Saya menggunakan gerakan untuk memahami					
17	Belajar bahasa Inggris membuat saya kesal.					✓
18	Saya mencoba untuk fokus belajar bahasa Inggris.					✓
19	Saya tidak memperhatikan ketika guru memberi tugas.					✓
20	Saya harus lebih cerdas untuk belajar bahasa Inggris dengan baik.					✓

No.	Pertanyaan	Skala				
		1	2	3	4	5
C. Soal 21-30 Strategi Pembelajaran Bahasa (Sosial Strategi)						
21	Saya berlatih bahasa Inggris dengan teman-teman saya dikelas..					✓
22	Ketika saya tidak mengerti sebuah kata dalam bahasa Inggris, saya meminta guru saya untuk mengulangi secara perlahan.					✓
23	Saya suka mengerjakan pekerjaan rumah (PR) di rumah bersama teman-teman saya.					✓
24	Saya mengajukan pertanyaan dalam bahasa Inggris.					✓
25	Saya meminta guru saya untuk memperbaiki bahasa Inggris saya ketika saya mencoba untuk berbicara bahasa Inggris.					✓
26	Saya dan teman-teman saya selalu memberikan jawaban tentang ujian.					✓
27	Di kelas saya selalu bertanya tentang materi, ketika mereka tidak memahaminya.					✓
28	Saya suka bekerjasama dengan teman-teman saya.					✓
29	Tugas kita bisa mudah, jika kita bekerjasama teman-teman.					✓
30	Saya tidak suka ketika guru menyetujui tugas berkelompok.				✓	

Appendix B

Nama : Ayu khusnul hotimah

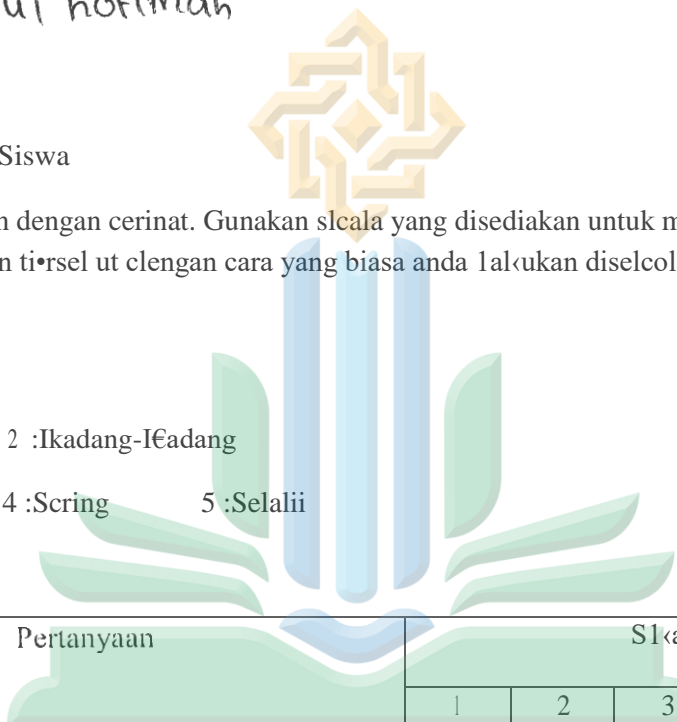
Kelas : XI IPS 7

Kuesioner Gaya Berfikir Siswa

Bacalah setiap pertanyaan dengan cerinat. Gunakan skala yang disediakan untuk me.nunju:kan seberapa cocok pernyataan ti•rsel ut clengan cara yang biasa anda lakukan diselcolah kenaudian centang (1)

Catatan :

- 1 Tidak Pernah 2 :Ikadang-Ikadang
 3 :Biasanya 4 :Sring 5 :Selalii



No	Pertanyaan	Skala				
		1	2	3	4	5
A.Soal 1 -3 Gaya Berfil: ii' i' iswa Fungsi (legislatil, eksckuti I' dan yrldilcatif) I Saya mengulaah poJa pikir saya untuk belajar						
	bahasa Inggris riengan f•aik.				✓	
2	Saya memecal:kan masalah dengan menggunakan strategi atau ide.					✓
3	Saya suka naengerjalcan tugas naulili d•lri yang inudah k.e yang :>ulit.				✓	
B.Soal 4-7 Ga /a Berfikii Siswa Bentuk (hirarki, oligarki, rnonarki dan anarkis)						
4	Saya suka memaf aini iiiatei i dengan simbol/gambar.				✓	
5	Saya mengejjakan tugas d engan 'iati-hati dan fokus.					✓

6	Etika mencoba untuk memahami materi, saya menggunakan ide saya sendiri dan strategi untuk mengatasinya.			✓		
7	Saya tidak suka ketika guru saya memberikan kesempatan untuk berfikir.			✓		
C.Soal 8-9 Gaya Berfikir Siswa Level (global dan lokal)						
8	Saya tidak suka menggunakan ide saya sendiri, saya lebih suka meniru ide gagasan teman.			✓		
9	Etika mencoba memberikan kontribusi, saya menggunakan gagasan utama.				✓	
D.Soal 10-11 Gaya Berfikir Siswa Cakupan (internasional dan lokal)						
10	Saya lebih suka menemukan gagasan atau ide sendiri, tanpa harus tahu dari orang lain.					✓
11	Etika memulai diskusi, saya bertukar pikiran dengan teman sekelas saya.				✓	
E.Soal 12- 13 Gaya Berfikir Siswa Kecenderungan (liberal dan konservatif)						
12	Saya tidak suka ketika guru meminta untuk berdiskusi, karena itu membuat saya				✓	
13	Saya dan teman-teman sulit memahami materi, dan kami menggunakan gaya berpikir sendiri untuk menyelesaikannya.				✓	

Appendix A

Nama: “

Kelas : XI IPS I

Ifuesioner st ategi Pembelajaran Bahasa

Bacalahsetiappeitanyaaandengancerinat.GunakanskalayangdisedialcanuntukITITnunjukkan seberapa cocok pernyataan tersebut dengan cara yang biasa anda lakukan diselcolah kemudian centang(9)

Catatan :

- 1 Tidak Pernah 2 : I?aclang-I?adang
 3 :Biasanya 4 :Sci'ing 5 :Selalu

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1-10 .Strategi Pembelajaran Bahasa (Metakognitif Strategi)						
1	Saya memperhatikan ketika seseorang berbicara abahasa Inggris.					✓
2	Saya tidak ingin mengulang mata pelajaran yang telah dipelajari sebelumnya.		✓			
J	Saya menghafal kata-kata untuk meningkatkan keterampilan bahasa Inggris.				✓	
4	Sya mencoba mengevaluasi mata pelajaran bahasa yang sudah saya pelajari.					✓
5	Saya mencari teman atau pasangan yang bisa saya ajari untuk berbicara bahasa Inggris.				✓	
6	Saya berusaha untuk mencari informasi tentang belajar bahasa Inggris.				✓	

7	Saya menggunakan kamus untuk menerjemahkan kata.				✓	
8	Untuk memahami kata-kata asing, saya mencoba menulis di catatan saya.					✓
9	Belajar bahasa Inggris hanya untuk penulisan.				✓	
10	Saya berbicara dengan orang lain tentang apa yang saya rasakan ketika saya belajar bahasa Inggris.			✓		

No.	Pertanyaan	Skala				
		1	2	3	4	5
B. Soal 11-20 Strategi Pembelajaran Bahasa (Kognitif Strategi)						
11	Saya sudah membaca mata pelajaran bahasa Inggris.					✓
12	Saya mengucapkan dan menulis kata-kata bahasa Inggris baru dalam sebuah buku.				✓	
13	saya belajar bahasa Inggris hanya untuk bermain game.		✓			
14	Saya berlatih berbicara bahasa Inggris.					✓
15	Belajar bahasa Inggris dapat meningkatkan kemampuan berbicara kita.					✓
16	Saya menggunakan gerakan untuk memahami percakapan.					✓
17	Belajar bahasa Inggris membuat saya malas.		✓			
18	Saya mencoba untuk fokus belajar bahasa Inggris.					✓
19	Saya tidak memperhatikan ketika guru memberi tugas.				✓	
20	Saya harus beres-beres untuk belajar bahasa Inggris dengan baik.					✓

No.	Pertanyaan	Skala				
		1	2	3	4	5
C. Soal 21-30 Strategi Pembelajaran Bahasa (Sosial Strategi)						
21	Saya berlatih bahasa Inggris dengan teman-teman saya di kelas.					✓
22	Ketika saya tidak mengerti sebuah kata (dalam bahasa Inggris), saya bertanya pada guru saya untuk mengulangi secara perlahan.			✓		
23	Saya sukanya mengerjakan pekerjaan rumah (PR) di rumah bersama teman-teman saya.					✓
24	Saya mengajukan pertanyaan dalam bahasa Inggris.			✓		
25	Saya meminta guru saya untuk membantu baik bahasa Inggris saya ketika saya mencoba untuk berbicara bahasa Inggris.					✓
26	Saya dan teman-teman saya selalu memberikan jawaban tentang ujian.			✓		
27	Di kelas saya sebagai siswa selalu bertanya tentang materi, ketika ketika tidak memahami.					✓
28	Saya suka bekerjasama dengan teman-teman saya.					✓
29	Tugas kita bisa mudah, jika kita bekerjasama teman-teman.					✓
30	Saya tidak suka ketika guru menyuruh untuk mengerjakan tugas berkelompok.				✓	

Appendix B

Nama :

ICclas :

Kuesioner Gaya Berfikir Siswa

Bacalah setiap soal pertanyaan dengan cermat. Gunakan skala yang disediakan untuk menunjukkan seberapa cocok pernyataan tersebut dengan cara yang biasa anda lakukan di sekolah kemudian centang (9)

Catatan

1 Tidak Pernah 2 :Kadang-Kadang
3:Biasanya 4:Sering 5 :Selalu

No	Pertanyaan	Skala				
		1	2	3	4	5
A Soal 1-3 Gaya Berfikir Siswa						
Fungsi (legislatif, eksekutif dan yudikatif)						
1	Saya mengubah pola pikir saya untuk belajar bahasa Inggris dengan baik.				✓	
2	Saya memecahkan masalah dengan menggunakan strategi atau ide.				✓	
3	Saya suka mengerjakan tugas yang lebih dari yang biasanya saya lakukan.					✓
E. Soal 4-7 Gaya Berfikir Siswa						
Bentuk (hierarchy, oligarchy, anarchy)						
4	Saya suka memahami materi dengan simbol/gambar.					
5	Saya mengerjakan tugas dengan hati-hati dan teliti.				✓	

6	Incl ika mencoba untuk rernaliair i materi, sayu menggunakan ide saya sendiri <tan strategi untuk iuengatasir.ya.				✓
	Saya tidak suka ketika guru saya memberikan kesempatan untuk berfikir.				✓
C.Soal 1-9 Gaya Berfikir Siswa Level (t•,lobal dan lokal)					
8	Saya tidak suit a meliggunakan idle sa) asendiri, saya lebih sim<a meniru ide gagasan teman.		✓		
9	Il etil <a inencoba memberikan kesiinpulan,saya laienggunakan gagasan utarn a.			✓	
D.Soal 10-11 Gap a Berfikir' Siswa Cal<upan (internal dan eksternal)					
10	Saya lebih suka inenemukan gagasan atau ide sedniri, tanpa harus tahu dari olalig lain.				✓
11	Ketiica inc•iuulai diskusi, s:iya bertulrar pilciran dengan teman kelas saya.			✓	
E.Soal 12-13 Gaya Berfil<ii Siswa I<ecenderungan (liberal dan konservatif)					
12	Saya tidak suka l<etika gui' u n:eminta murid untul< berdiscusi. l<arena itu ineinbi at saya bosan.			✓	
13	Saya dan teman-i.einan sulit rnemahaini materi, dan kanti iiienggunakan gaya berpilcir sendiri untuk rnyeyesail<airiya.				✓

Appendix A

Nama : Syarifatul Amelia Putri

Kelas : XI IPS 1

Instrumen Strategi Pembelajaran Bahasa

Bacalah setiap pertanyaan dengan cermat. Gunakan skala yang disediakan untuk menunjukkan seberapa cocok pernyataan tersebut dengan cara yang biasa anda lakukan di sekolah ini (1)

Catatan

- 1 : Tidak Pernah 2 : Cadangan
 3 : Biasanya 4 : Sering 5 : Sangat

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1 -10 Strategi Pembelajaran Bahasa (Metakognitif Strategi)						
1	Saya memperhatikan dan mencatat kata-kata yang saya dengar dalam bahasa Inggris.					✓
2	Saya tidak ingin mengulang mata pelajaran yang telah dipelajari sebelumnya.				✓	
3	Saya menghindari kata-kata untuk meningkatkan keterampilan berbahasa Inggris.					✓
4	Saya mencoba menggunakan alat peraga dalam bahasa Inggris di rumah.					✓
5	Saya mencari teman atau pasangan yang bisa saya ajar untuk berbicara bahasa Inggris.					✓
6	Saya tidak suka ketika guru saya memberikan motivasi tentang belajar bahasa Inggris.					✓

7	Saya menggunakan kaidah untuk menerjemahkan kata.					✓
8	Untuk memahami kata-kata asing, saya mencoba menulis di catatan saya.				✓	
9	Belajar bahasa Inggris hanya untuk keperluan.					✓
10	Saya berbicara dengan orang lain tentang apa yang saya sukai ketika saya belajar bahasa Inggris.				✓	

No.	Pertanyaan	Skala				
		1	2	3	4	5
B. Soal 11-20 Strategi Pembelajaran Bahasa (Kognitif Strategi)						
11	Saya suka mata pelajaran bahasa Inggris.					✓
12	Saya mengucapkan dan menulis kata-kata bahasa Inggris baru dalam sebuah buku.				✓	
13	saya belajar bahasa Inggris hanya untuk bermain game.					✓
14	Saya berlatih berbicara bahasa Inggris.					✓
15	Belajar bahasa Inggris dapat meningkatkan kemampuan berbicara kita.				✓	
16	Saya menggunakan geogebra untuk memahami percakapan					✓
17	Belajar bahasa Inggris membuat saya kesal.					✓
18	Saya mencoba untuk fokus belajar bahasa Inggris.					✓
19	Saya tidak memperhatikan ketika guru memberikan tugas					✓
20	Saya harus berkerja keras untuk belajar bahasa Inggris dengan baik.					✓

No.	Pertanyaan	Skala				
		1	2	3	4	5
C. Soal 21-30 Strategi Pembelajaran Bahasa (Sosial Strategi)						
21	Saya berlatih bahasa Inggris dengan teman-teman saya di kelas.					✓
22	Jika saya tidak mengerti sebuah kata dalam bahasa Inggris, saya meminta guru saya untuk mengulangi secara perlahan.					✓
23	Saya suka mengerjakan pekerjaan rumah (PR) di rumah bersama teman-teman saya.					✓
24	Saya mengajukan pertanyaan dalam bahasa Inggris.					✓
25	Saya meminta guru saya untuk menguji baik bahasa Inggris saya ketika saya mencoba untuk berbicara bahasa Inggris.					✓
26	Saya dan teman-teman saya selalu memberikan jawaban tentang ujian.					✓
27	Di kelas, saya selalu bertanya tentang materi, ketika mereka tidak memahami.					✓
28	Saya suka bekerja dengan teman-teman saya.					✓
29	Tugas bisa selesai, jika kita bekerja sama dengan teman.					✓
30	Saya tidak suka ketika guru menyuruh mengerjakan tugas berkelompok.				✓	

#.ppendix B

Nama : Syarifatul Amelia Putri

Kelas: I *9

Kuesioner Gaya Berfikir Siswa

Bacalah *etiapa pertanyaan dengan cermat. Gunakan skala yang disediakan untuk menunjukkan seberapa cocok pernyataan tersebut dengan cara yang biasa anda lakukan di sekolah kemudian centang (9)

Catatan :

- 1 : Tidak Pernah 2 : Kadang-Kadang;
3 : Biasanya 4 : Sering 5 : Selalu

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1-3 Gaya Berfikir Siswa Fungsi (legislatif, eksekutif dan yudikatif)						
1	Saya mengubah pola pikir saya untuk belajar bahasa Inggris dengan baik.					✓
2	Saya memecahkan masalah dengan menggunakan strategi atau ide.				✓	
3	Saya sukanya mengerjakan tugas mulai dari yang mudah ke yang sulit.					✓
B. Soal 4-7 Gaya Berfikir Siswa Bentuk (hirarki oligarki, monarki dan anarkis)						
4	Saya sukanya memahami materi dengan simbol/gambar.				✓	
5	Saya mengerjakan tugas dengan hati-hati dan teliti.					✓

6	Ikut mencoba untuk memahami materi, saya menggunakan ide saya sendiri dan strategi untuk meligatasinya.				✓	
7	Saya tidak suka ketika guru saya memberikan kesempatan untuk belajar.					✓
C. Soal 8-9 Gaya Berfikir Siswa Ley.: 1 (global dan lokal)						
8	Saya tidak suka menggunakan ide saya sendiri, saya lebih suka meniru ideC gagasan teman.				✓	
9	Ketika mencoba untuk memberikan kesimpulan, saya menggunakan gagasan utama.					✓
D. Soal 10-11 Gaya Berfikir Siswa Cakupan (internal dan eksternal)						
10	Saya lebih suka untuk mengemukakan gagasan atau ide sendiri, tapi harus tahu dari orang lain.					✓
11	Ketika memulai diskusi, saya bertukar pikiran dengan teman kelas saya.					✓
E. Soal 12-13 Gaya Berfikir Siswa (kecenderungan liberal dan konservatif)						
12	Saya tidak suka ketika guru meminta untuk berdiskusi, karena itu membuat saya bosan.				✓	
13	Saya dan teman-teman sulit memahami materi. dan lain-lain menggunakan Saya berfikir sendiri untuk menyelesaikannya.					✓

Appendix A

Nama: sykr *, utasc °To? ° \ nuT

Kelas: X1 IPS 1

Kuesioner Strategi Pembelajaran Bahasa

Bacalah setiap pertanyaan dengan cermat. Gunakan skala yang disediakan untuk menunjukkan seberapa cocok pernyataan tersebut dengan cara yang lazim anda lakukan di sekolah kemudian centang (✓)

Catatan :

- 1 Tidak
 2 : Kadang-kadang
 3 Pernah
 4 : Sering
 5 : Selalu
 : Biasanya

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1-10 Strategi Pembelajaran Bahasa (Metakognitif Strategi)						
1	Saya memperhatikan ketika seseorang berbicara bahasa Inggris.					✓
2	Saya tidak ingin mengulang mata pelajaran yang telah dipelajari sebelumnya.				✓	
3	Saya meninjau kata-kata untuk meningkatkan keterampilan bahasa Inggris.					✓
4	Saya mencoba mengevaluasi rencana pelajaran bahasa Inggris di rumah.					✓
5	Saya mencari teman atau pasangan yang bisa berbicara bahasa Inggris.					✓
6	Saya tidak menyukai pelajaran bahasa Inggris.		✓			

7	Saya menggunakan kamus untuk menerjemahkan kata.					✓
8	Untuk memahami kata-kata asing, saya mencoba menulis di catatan saya.				✓	
9	Belajar bahasa Inggris hanya untuk keperluan.				✓	
10	Saya berbicara dengan orang lain tentang apa yang saya pikirkan ketika saya berbicara bahasa Inggris.				✓	

No.	Pertanyaan	Skala				
		1	2	3	4	5
B. Soal 11-20) Strategi Pembelajaran Bahasa (Kognitif Strategi)						
11	Saya sukanya mempelajari bahasa Inggris.					✓
12	Saya menggunakan dan menulis kata-kata bahasa Inggris baru dalam sebuah buku.				✓	
13	Saya belajar bahasa Inggris hanya untuk bermain game.				✓	
14	Saya berlatih berbicara bahasa Inggris.				✓	
15	Belajar bahasa Inggris dapat meningkatkan kemampuan berbicara kita.					✓
16	Saya menggunakan gambar untuk memahami percakapan					✓
17	Belajar bahasa Inggris membuat saya senang.				✓	
18	Saya mencoba untuk fokus belajar bahasa Inggris.				✓	
19	Saya tidak memperhatikan ketika guru memberi tugas.				✓	
20	Saya harus bekerja keras untuk belajar bahasa Inggris dengan baik.					✓

No .	Pertanyaan	Skala			
		2	3	4	5
C. Soal 21-30 Strategi Pembelajaran Bahasa (Sosial Strategi)					
21	Saya berlatih bahasa Inggris dengan teman-teman saya di kelas.				✓
22	Jika saya tidak mengerti sebuah kata dalam bahasa Inggris, saya meminta guru saya untuk mengulangi secara perlahan.				✓
23	Saya selalu mengerjakan pekerjaan rumah (PR) di rumah bersama teman-teman saya.				✓
24	Saya mengajukan pertanyaan dalam bahasa Inggris.				✓
25	Saya meminta guru saya untuk memperbaiki bahasa Inggris saya ketika saya berbicara dalam bahasa Inggris.				
26	Saya dan teman-teman saya selalu menuliskan jawaban tentang ujian.				✓
27	Di kelas saya siswa selalu bertanya tentang materi, ketika mereka tidak menaiki.				✓
28	Saya suka bekerjasama dengan teman-teman saya.				✓
29	Tugas tidak mudah, jika tidak dikerjakan teman-teman.				
30	Saya tidak suka ketika guru menyuruh mengerjakan tugas berkelompok.				✓

Appendix B

Nama : Syifa mutassarofah nur

Kelas : XI IPS 1

Inkuisioner Caya Berfilcii Siswa

Bacalah setiap pertanyaan dengan ce'inat. Gunakan slcala yang disediakan untuk menunjukkan seberapa cocok pernyataan tersebut dengan cara yang biasa anda lalciikan disekolah kemudian centang (1)

Catatan :

- 1 : Tidak Pernah 2 : ICadang-Kiidang
 3 : Biasanya 4 : Seri*8 5 : Selalu

No	Pei'tanyaan	Slcala				
		1	2	3	4	5
A.Soal 1-3 i3aya Br fikir Siswa Fungsi (legislatif, eksekutif dan yudikatif)						
1	Saya mengubah pola pt kir saya untulc belajar bahasa Inggris denganbaik.				✓	
2	Saya meinecahkan masalah dengan menggunakan strategi atau ide.					✓
3	Saya .,uka mengerjakan tugas mulai dari yang mudah ke yang sulit.					✓
B.Soal 4-7 Gaya Bertikir Siswa Bentuk (hirarhci, oligarki, inonar1 <i>i</i> dan anarkis)						
4	Saya suka memahami matei i dengan simbol/gambar.				✓	
5	Saya rr lengei;jakan tugas dengan liati-hati dan					✓

6	1(etika inencoba untuk ineiiahami materi, saya iuenggunakan ide saya sendiri dan sti'ategi untuk mengatasinya.				✓	
7	Saya tidak suka ketika guru saya iiiinberik.an l<esempatan untuk berfil<ii .				✓	
C.SoaI 3-9 Gaya Bei fikir Siswa Level (global dan lokal)						
8	Saya tidak sul<a naenggunakan idle saya sen<lii'i, saya lebih sul<a irenii'u i<lc gagasan teman.				✓	
9	ICetika rnencoba iaieiTlberikan l<esi rnpulan, s. iy,i iiienggunakan gagasan utalna.					✓
D.SoaI 10-11 Gaya Berfikir Siswa Cakupan (inte/'nal dan elcsternal)						
10	Saya lcbih suka menem.akan gagasan atau ide sedniri, tanpa harus tahu dari orang lain.					✓
11	l(etika memulai ñ iskusi, saya bertulcar pi l<ii an dengan teman lcelas saya.				✓	
E.SoaI I 2-13 Ga a Bei liki i' Siswa l(ecenderungan (liberal dais l<onseil Patil)						
12	Saya tidalk suka keti ka guru meminta inurid untulc be.rdiskusi, lcaiena itu lr.en buat saya bosan.				✓	
13	Saya dali teman teman sulit memahami materi, dan kami menggunakan gaya berpikir sendiri untuk lTlCnyelesaikannya.				✓	

Appendix A

Nama : Zahrotul Hayati

Kelas : XI IPS 1

Kuesioner Strategi Pembelajaran Bahasa

Bacalah setiap pernyataan di bawah ini dan tandai dengan centang (✓) yang menunjukkan seberapa cocok pernyataan tersebut dengan kondisi yang biasa anda lakukan di sekolah kemudian centang (✓)

Catatan:

- 1 : Tidak Pernah 2 : Kadang-kadang
 3 : Biasanya 4 : Sering 5 : Selalu

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1-10 Strategi Pembelajaran Bahasa (Metakognitif Strategi)						
1	Saya memperhatikan betul-betul seseorang yang berbicara bahasa Inggris.					✓
2	Saya tidak ingin meninggalkan mata pelajaran yang telah dipelajari sebelumnya.			✓		
3	Saya menyalin kata-kata untuk menyalin kata-kata dan keterampilan bahasa Inggris.					✓
4	Saya mencoba mengevaluasi mata pelajaran bahasa Inggris di rumah.					
5	Saya mencari teman atau keluarga yang bisa saya ajar untuk berbicara bahasa Inggris.					✓
6	Saya tidak suka ketika guru saya memberikan motivasi tentang belajar bahasa Inggris.	✓				

7. Saya lebih menggunakan kainus untuk ineneijeinhkankata.

8. Saya lebih suka memahami kata-kata asing. Saya akan mencoba menulis 3 catatan saya.

9. Saya hanya berbicara bahasa Inggris hanya untuk keperluan.

10. Saya berbicara dengan orang lain tentang apa yang saya lakukan asal ketika saya belajar bahasa Inggris.



No.

Pertanyaan

Skala

1 2 3 4 5

B. Soal 11-20 Strategi Pembelajaran Bahasa

(Kognitif Strategi)

11. Saya suka menggunakan pelajaran bahasa Inggris.

12. Saya mengucapkan dan menulis kata-kata baru bahasa Inggris dalam sebuah buku.

13. Saya belajar bahasa Inggris hanya untuk bermain game.

14. Saya berlatih berbicara bahasa Inggris.

15. Belajar bahasa Inggris dapat meningkatkan kemampuan berbicara.

16. Saya menggunakan alat bantu untuk memahami percakapan.

17. Belajar bahasa Inggris membuat saya malas.

18. Saya mencoba untuk fokus belajar bahasa Inggris.

19. Saya tidak memperhatikan ketika guru berbicara.

20. Saya harus bekerja keras untuk belajar bahasa Inggris dengan baik.



No.	Pertanyaan	Skala				
		1	2	3	4	5
C. Soal 21-30 (Strategi Pembelajaran Bahasa (Sosial Strategi))						
21	Saya berlatih bahasa Inggris dengan teman-teman saya di kelas.			1		✓
22	Ketika saya tidak mengerti sebuah kata dalam bahasa Inggris, saya meminta guru saya untuk mengulangi secara perlahan.					✓
23	Saya suka mengerjakan pekerjaan rumah (PR) di rumah bersama teman-teman saya.			1		✓
24	Saya mengajukan pertanyaan dalam bahasa Inggris.					✓
25	Saya meminta guru saya untuk memperbaiki bahasa Inggris saya ketika saya mencoba untuk berbicara dalam bahasa Inggris.					
26	Saya dan teman-teman saya selalu memberikan jawaban tentang ujian.					✓
27	Di kelas saya siswa selalu bertanya tentang materi, ketika mereka tidak menemukannya.					✓
28	Saya suka bekerjasama dengan teman-teman saya.					✓
29	Tugas kita bisa mudah, jika kita bisa bekerjasama dengan teman.					✓
30	Saya tidak suka ketika guru menyuruh mengerjakan tugas berkelompok.					✓

Appendix B

Nama : Zahrotul hayati

Kelas : XI IPS 1

Kuesioner Gaya Berfikir Siswa

Bacalah setiap pertanyaan dengan cerinat. Gunak an st.ala yang di: ediakan untlile menunjukkan seberapa cocok: pei'nyataan ter sebut dengan cura yang biasa anda lakul<.an disekolah kemudian centang (/)

Catatan :

1 : Tidak pernah
 2 : Kadang-kadang
 3 : Biasanya
 4 : Sering
 5 : Selalu

No	Pertanyaan	Skala				
		1	2	3	4	5
A. Soal 1-3 Gaya Berfikir Siswa						
Fungsi (legislatif, eksekutif dan /udikatif)						
1	Saya mengubah pola pikir saya untuk belajar bahasa Inggris dengan baik.					
2	Saya memecahkan masalah dengan menggunakan strategi atau ide.					✓
3	Saya mengerjakan tugas mulai dari yang mudah ke yang sulit.					
B. Soal 4-7 Gaya Berfikir Siswa						
Bentuk (hierarki, oligarki, anarki dan anarkis)						
4	Saya suka memahami materi dengan simbol/gambar.					
5	Saya mengerjakan tugas dengan hati-hati dan fokus.					

6	Jika ingin memahami materi, saya menggunakan strategi untuk mengatasinya.					
7	Saya tidak suka ketika guru saya memberikan kesempatan untuk berfikir.				<input checked="" type="checkbox"/>	
C. Soal 8-9 Gaya Berfikir Siswa Level (global dan lokal)						
8	Saya tidak suka menggunakan ide saya sendiri, saya lebih suka melalui ide gagasan teman.					
9	Jika mencoba memberikan kesimpulan, saya menggunakan gagasan utama.					
D. Soal 10- 1.1 Gaya Berfikir Siswa Cakupan (internal dan eksternal)						
10	Saya lebih suka menggunakan gagasan atau ide sendiri, tapi harus tahu dari orang lain.					<input checked="" type="checkbox"/>
11	Jika ingin berdiskusi, saya bertukar pikiran dengan teman kelas saya.				<input checked="" type="checkbox"/>	
E. Soal 12- 1.1 Gaya Berfikir Siswa Cakupan (liberal dan konvensional)						
12	Saya tidak suka ketika guru meminta untuk berdiskusi, karena itu membuat saya bosan.					
13	Saya dan teman-teman sulit memahami materi, dan kami menggunakan gaya berpikir sendiri untuk menyelesaikannya.				<input checked="" type="checkbox"/>	

APPENDIX X



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5973/In.20/3.a/PP.009/12/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Unggulan BPPT Darus Sholah Jember
JL. MOH. YAMIN 25 , Tegal Besar, Kec. Kaliwates, Kab. Jember Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176038

Nama : CITRA MUSRIFATULAFIFAH

Semester : Semesterduabelas

ProgramStudi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Correlation Between Language Learning Strategis and Students Thinking Styles" selama 2 (dua) hari mulai tanggal 14-15 Desember di lingkungan lembaga wewenang Bapak/Ibu Hari Wahyono.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13

Desember 2022an.

Dekan,

Wakil Dekan Bidang Akademik,



APPENDIX X1



Journal of Research Activity

Name : Citra Musrifatul Afifah
 Nim : T20176038
 Title : The Correlation Between Language Learning Strategies and Students Thinking Styles at Eleventh Grade of SMAU BPPT Darus Sholah Jember
 Location : SMAU BPPT Darus Sholah Jember

No.	Day Date	Activities	Intials
1.	On the Tuesday, 13 December 2022	The researcher went to the school and to ask the headmaster for permission to conduct research at SMAU BPPT Darus Sholah Jember by bringing a research permit from the campus.	
2.	On the Tuesday, 13 December 2022	The researcher met with the English teacher and discussed how the questionnaire would be carried out.	
3.	On the Wednesday, 14 December 2022	The researcher returned to the school to start the first meeting to contributed the questionnaire for non-respondent class XI IPA 1 and XI IPS 2.	
4.	On the Thursday, 15 December 2022	The researcher returned to the school to second meeting or the last meeting by distributed the questionnaire for the real respondent of this research XI IPS 1.	
5.	On the Thursday, 15 December 2022	The researcher ask permission to leaving at the school by bringing a journal of research activity to be signed by the principal because the researcher has finished in the research.	

J E M B E R Jember, 15 Desember 2022

The Headmaster of SMAU BPPT Darus Sholah J

Hari Wahyono, MP
 NIP/NRK.

APPENDIX XII

RESEARCHER BIOGRAPHY



Personal Information:

Full Name : Citra Musrifatul Afifah
NIM : T20176038
Gender : Female
Place, date of Birth : Bondowoso, 23 Maret 1998
Address : Jl. Jember-Bondowoso RT/RW 17/02 Suger Lor
Maesan-Bondowoso
Religion : Islam
Department/Majors Courses : English Department
E-mail Address : citramusrifatul23@gmail.com

Education Background :

2005-2006 : TK Pertiwi Magelang
2006-2011 : SDN Suger Lor 1
2011-2014 : SMPN 2 Maesan
2014-2017 : MA. Al-Qodiri Jember